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HIGH SCHOOL
EXERCISES IN GRAMMAR

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BY

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PREFACE

FOR a variety of reasons, the training in grammar given in the elementary school is not a final equipment for high school work. In the secondary school, therefore, some new phases of the problem must be considered. The work in foreign languages, as well as in English, requires at once greater breadth of treatment and closer discrimination in the application of the laws of grammatical relation than can be given in the elementary school stage. The study of grammar, therefore, should be continued in the high school. It should, however, be not merely a review, but a development of the earlier course, and yet, since there can be no time for extended study, it must remain a subsidiary subject, taught with great concentration and economy of energy, the question of emphasis being kept constantly in the foreground.

The aim of the present book is to provide the material needed for the rapid intensive work which is most practical and most profitable in the high school. To this end, groups of exercises, each containing a considerable number of sentences selected from standard literature, have been so prepared as to illustrate the normal forms and constructions of the language. Theory has been limited to the presentation of the points necessary for intelligent progress from exercise to exercise, and has therefore been stated as briefly as possible. The material has been arranged, primarily,

to fulfil the requirements of a high school course in grammar, covering one to two years of work, according to the amount of time allotted to the subject. However, since the method of relating the different topics by cross-references has been consistently followed throughout the book, the various divisions may without difficulty be used independently of the general plan.

Since to enumerate the books consulted in the preparation of this small volume would require an apology for "choosing so strong a prop to support so weak a burden," a general acknowledgment must take the place of detailed mention. In questions of terminology and kindred matters no attempt has been made to depart from the usage of standard works on the subject.

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CHAPTER I

INTRODUCTORY

1. For purposes of grammatical study, the units of language are classified as **Words**, **Phrases**, **Clauses**, and **Sentences**.

2. A **Word** is classified according to its use as one of the eight **Parts of Speech**: Noun, Pronoun, Adjective, Verb, Adverb, Preposition, Conjunction, and Interjection.

3. A **Phrase** is a combination of related words not containing a Subject and Predicate, and itself used as the equivalent of a single word (61).

1 They hear a voice *in every wind*.

2 Loud sang the minstrels all,
Chanting his glory.

3 I have no song *to give thee*.

4. A **Clause** is a division of a sentence containing a Subject and a Predicate. Clauses are classified as (1) Principal or Independent, and (2) Subordinate. A **Principal Clause** states the leading thought of the sentence: as,

Remember him who led your host.

5. A **Subordinate Clause** is related to some word in the Principal Clause, and is equivalent to (1) a Noun, (2) an Adjective, or (3) an Adverb: as,

- 1 The village all declared *how much he knew.*
- 2 All *who joy would win*
Must share it.
- 3 He sat *where festal bowls went round.*

6. A Sentence is a group of related words expressing a complete thought and containing at least one Subject and one Predicate.

Exercise 1. *Distinguish phrases and clauses from sentences:—*

- 1 Consider this.
- 2 When I did speak of some distressful stroke.
- 3 How wonderful is Sleep!
- 4 Oft in the stilly night,
Ere slumber's chains have bound me.
- 5 When shall we three meet again?
- 6 To be imprison'd in the viewless winds.
- 7 Go.
- 8 Never to blend our pleasure or our pride
With sorrow of the meanest thing that feels.
- 9 In that temple of silence and reconciliation where
the enmities of twenty generations lie buried, in the great
Abbey which has during many ages afforded a quiet
resting-place to those whose minds and bodies have been
shattered by the contentions of the Great Hall.
- 10 Would he were fatter!
- 11 Though nothing can bring back the hour
Of splendor in the grass, of glory in the flower.
- 12 To wake no more.
- 13 When I consider how my light is spent.
- 14 O what a goodly outside falsehood hath!
- 15 As if the man had fixed his face
In many a solitary and open place
Against the earth and sky.
- 16 Charge, Chester, charge!

- 17 How to tell my story.
- 18 My heart remembers how!
- 19 As monkish scribes from morning break
Toiled till the close of night,
Nor thought a day too long to make
One line or letter bright.
- 20 Sweet Mercy! to the gates of heaven
This minstrel lead, his sins forgiven.

7. With reference to Structure, sentences are classified as **Simple**, **Complex**, and **Compound**.

8. A **Simple Sentence** contains no Subordinate Clauses: as,

- 1 Under tower and balcony,
By garden wall and gallery,
A gleaming shape she floated by.
- 2 Sceptre and crown
Shall tumble down.
- 3 The rainbow comes and goes.

9. A **Complex Sentence** contains one Principal Clause or Proposition and one or more Subordinate Clauses, used as (1) **Nouns**, (2) **Adjectives**, or (3) **Adverbs**: as,

- 1 I dreamt that *I dwelt in marble halls.*
- 2 The wreath that *star-crowned Shelley gave*
Is lying on thy Roman grave.
- 3 Go where *Glory waits thee.*

10. A **Compound Sentence** consists of two or more Independent Propositions or Members. The Members of a Compound Sentence may themselves be either Simple or Complex (9): as,

- 1 I came like water, and like wind I go.
- 2 Catch, then, oh catch the transient hour;
 Improve each moment as it flies.

Exercise 2. *Classify the following sentences according to structure:—*

- 1 Thy Godlike crime was to be kind.
- 2 And up and down the people go,
 Gazing where the lilies blow,
 Round an island there below.
- 3 Here came a mortal,
 But faithless was she.
- 4 If it be a sin to covet honor,
 I am the most offending soul alive.
- 5 She dropped her glove, to prove his love, then
 looked at him and smiled.
- 6 Tradition in the United States still fondly retains
the history of the feasts and rejoicings which awaited
Irving on his return to his native country.
- 7 The splendors of the firmament
 May be eclipsed, but are extinguished not.
- 8 Keats and Shelley sleep at Rome;
 She, in well-lov'd Tuscan earth.
- 9 Then felt I like some watcher of the skies
 When a new planet swims into his ken.
- 10 And the little *Revenge* herself went down by the
 island crags,
 To be lost evermore in the main.
- 11 He was not missed from the desert wide,
 Perhaps he was found at the Throne.
- 12 Thy soul was like a star, and dwelt apart.
- 13 Why are we weigh'd upon with heaviness,
 And utterly consumed with sharp distress,
 While all things else have rest from weariness?
- 14 But the good Irving, the peaceful, the friendly, had

no place for bitterness in his heart, and no scheme but kindness.

15 When Byron's eyes were shut in death,
We bow'd our head, and held our breath.

16 Time is ever silently turning over his pages; we are too much engrossed by the story of the present to think of the characters and anecdotes that gave interest to the past.

17 Encumbered dearly with old books,
Thou, by the pleasant chimney nooks,
Didst laugh, with merry-meaning looks,
Thy grief away.

18 We may not win the bâton or epaulettes, but God give us strength to guard the honor of the flag!

19 The sun was pouring down a yellow autumnal ray into the space of the cloisters, beaming upon a scanty plot of grass in the center, and lighting up an angle of the vaulted passage with a kind of dusky splendor.

20 Bought alone by gifts beyond all price,
The trusting heart's repose, the paradise
Of home, with all its loves—doth fate allow
The crown of glory unto woman's brow.

11. With reference to Use, sentences are classified as (1) **Declarative**, (2) **Interrogative**, (3) **Imperative**, and (4) **Exclamatory**.

12. **Declarative Sentences** make statements or assertions. **Interrogative Sentences** ask questions. **Imperative Sentences** express commands or entreaties. **Exclamatory Sentences** express sudden or strong emotion: as,

- 1 My Captain does not answer.
- 2 Where are the songs of summer?
- 3 Render thanks to the Giver.
- 4 How I loved her twenty years syne!

Note: When a sentence expressing a command or an entreaty has the Exclamatory form, it is necessary to decide whether the Command or the Exclamation has the greater emphasis: as, "*Forward, the Light Brigade!*"; "*Sleep soft, beloved!*"

Exercise 3. *Classify the following sentences according to use:—*

- 1 Read my little fable.
- 2 Would it were worthier!
- 3 When he's forsaken,
Withered and shaken,
What can an old man do but die?
- 4 Strange to me now are the forms I meet.
- 5 Thou hast all seasons for thine own, O Death!
- 6 Greet the unseen with a cheer!
- 7 Exult, O shores, and ring, O bells!
But I with mournful tread
Walk the deck my Captain lies,
Fallen cold and dead.
- 8 Werther had a love for Charlotte
Such as words could never utter.
Would you know how first he met her?
She was cutting bread and butter.
- 9 Drain we the cup—
Friend, art afraid?
- 10 Swell, organ, swell your trumpet blast!
March, Queen and Royal pageant, march
By splendid aisle and springing arch
Of this fair hall!
- 11 Time driveth onward fast,
And in a little while our lips are dumb.
Let us alone. What is it that will last?
- 12 Leave thy low-vaulted past!
Let each new temple, loftier than the last,
Shut thee from heaven with a dome more vast.

13 Sing me a song of a lad that is gone;
Say, could that lad be I?

14 Contrive, contrive
To rouse us, Waring! Who's alive?
Our men scarce seem in earnest now.

15 Oh, what's the way to Arcady?
Sir Poet, with the rusty coat,
Quit mocking of the song-bird's note.

13. Table of Parts of Speech:

Nouns: Words used as names of objects, persons, actions, or ideas.

Pronouns: Words used to take the place of nouns.

Adjectives: Words used to modify nouns and pronouns.

Verbs: Words used to assert action or being.

Adverbs: Words used to modify verbs, adjectives, and adverbs.

Prepositions: Words used to show relation between a noun or a pronoun and some other word in the sentence.

Conjunctions: Words used to connect words, phrases, and clauses.

Interjections: Words used to express strong emotion.

Exercise 4. *Classify the words in the following sentences according to the definitions given above:—*

1 In winter I get up at night
And dress by yellow candle-light.

2 Birds in their little nests agree,
And 'tis a shameful sight
When children of one family
Fall out and chide and fight.

3 The chimney smokes for dinner as you go along; the banks of the canal slowly unroll their scenery to contemplative eyes; the barge floats by great forests and through great cities with their public buildings and their lamps at night.

4 Napoleon was now supreme in Europe. Nothing in romance approaches the facts of his amazing career. He was yet only thirty-nine years of age; twelve years ago he was an unemployed officer of artillery, without influence or friends; now he made or unmade kings, and regulated at his pleasure the destiny of nations.

5 Where the quiet-colored end of evening smiles

Miles and miles

On the solitary pastures where our sheep

Half-asleep

Tinkle homeward through the twilight, stray or stop,

As they crop—

Was the site once of a city great and gay,

(So they say).

6 The wind huddled the trees. The golden specks of autumn in the birches tossed shiveringly. Overhead the sky was full of shreds and vapor, flying, vanishing, reappearing, and turning about an axis like tumblers, as the wind hounded them through heaven.

7 I steal by lawns and grassy plots;

I slide by hazel covers;

I move the sweet forget-me-nots

That grow for happy lovers.

8 Mourn not for the owl nor his gloomy plight!

The owl hath his share of good:

If a prisoner he be in the broad daylight,

He is lord in the dark greenwood.

9 It was in those days of misery and violence that the demand for reform in the system of Parliamentary representation first became formidable. Prominent among those who created and directed public opinion on this subject was William Cobbett. His writings found their

way to every cottage hearth in England, and exercised an authority immediate and powerful.

10 And lastly, courage, so far as it is a sign of race, is peculiarly the mark of a gentleman or a lady; but it becomes vulgar if rude or insensitive, while timidity is not vulgar, if it be a characteristic of race or fineness of make. A fawn is not vulgar in being timid, nor a crocodile "gentle" because courageous.

14. Inflection is a change in the Form of a word to express some variation in its Meaning, or in its Relation to another word.

CHAPTER II

THE VERB AND ITS COMPLEMENTS

15. Classified with reference to **Form**, verbs are Regular or Irregular; with reference to **Meaning**, Transitive or Intransitive; with reference to **Use**, Principal or Auxiliary.

Verbs with Reference to Form.

16. The **Principal Parts** of a verb are the Present Indicative, the Past Indicative, the Present Participle, and the Past Participle:—

Present Indicative	Past Indicative	Present Participle	Past Participle
1 walk	walked	walking	walked
2 find	found	finding	found
3 kneel	{ knelt kneeled }	kneeling	{ knelt kneeled }
4 can	could	—	—

17. A **Regular Verb** is a verb that forms its Past Tense and Past Participle by adding **-d** or **-ed** to the Present. An **Irregular Verb** does not form its Past Tense and Past Participle by adding **-d** or **-ed** to the Present. Verbs that have two forms in the Past Tense or the Past Participle are called **Redundant**. Verbs that lack any of the Principal Parts are called **Defective**.

In section (16), (1) is Regular; (2) is Irregular; (3) is Redundant; (4) is Defective.

Note 1: Defective Verbs have usually two tenses, the Present and the Past. Besides the Auxiliaries *may*, *shall*, and *will* (29), the chief Defective Verbs are *can*, *must*, *ought*, *need*, and *beware*.

Note 2: The Past Participle of a verb can always be found by filling the blank in the expression: I have —; (*written*, *begun*, *seen*, *found*, etc.).

Exercise 5. Give the principal parts of the verbs in the following list and state in each case whether the verb is regular or irregular:—

1 begin	6 go	11 open	16 throw
2 talk	7 come	12 dive	17 forget
3 think	8 beseech	13 mean	18 eat
4 desire	9 burn	14 put	19 fly
5 catch	10 lend	15 intend	20 flow

Verbs with Reference to Meaning.

18. Classified with reference to Meaning, verbs are Transitive or Intransitive.

19. A **Transitive Verb** denotes action which is received by some person or thing. The Recipient of the action must be named or expressed in the sentence. The Doer of the action need not be named or expressed. The Recipient of the action may be named by (1) the Object of the Transitive Verb, or (2) the Subject of the Transitive Verb (23): as,

- 1 Thou bring'st the *sailor* to his wife.
- 2 To-day a hero's *banner* is unfurled.

Note: A verb expressing action is Transitive only when the sentence contains a word or words answering the question: Who or what *is brought?* *is unfurled?* etc. The word answering the question may be a pronoun: as, "I saw *it* clearly."

Exercise 6. *In each of the following sentences containing transitive verbs find the word expressing the recipient of the action and tell whether it is the subject or the object of the verb:—*

- 1 Many a bright eye was dimmed with tears.
- 2 The gushing flood their tartans dyed.
- 3 I hear the noise about thy keel.
- 4 He is judged by the council alone.
- 5 My good blade carves the casques of men.
- 6 Each purple peak, each flinty spire,
Was bathed in floods of living fire.
- 7 Branches they bore of that enchanted fruit.
- 8 Him Sir Bedivere remorsefully regarded through his
tears.
- 9 The harp, his sole remaining joy,
Was carried by an orphan boy.
- 10 The mighty Rustum never had a son.
- 11 Old Caspar's work was done.
- 12 Now mount with me the old oak stair.
- 13 Ten thousand saw I at a glance.
- 14 All the world loves a lover.
- 15 They were canopied by the blue sky.
- 16 Dust had soiled his stately crest.
- 17 By fairy hands their knell is rung,
By forms unseen their dirge is sung.
- 18 Britannia rules the waves!
- 19 At last
The longed-for dash of waves is heard.
- 20 Such sober certainty of waking bliss
I never heard till now.

20. An Intransitive Verb denotes (1) Action not received by any person or thing, or (2) a State or Condition: as,

- 1 Boldly they *rode* and well.
- 2 We *are* architects of fate.

Note 1: Both Transitive Verbs and Intransitive Verbs of type (1) denote action. The action of the Transitive Verb terminates on some person or thing represented by the Subject or the Object of the verb. The action of the Intransitive Verb affects the doer only, and the doer is always the Subject.

Note 2: Some verbs, originally Intransitive Verbs of action, are followed by a Noun in the Objective case expressing the same idea as the verb. This Noun is called the Cognate Objective: as, "Your old men shall dream *dreams*."

Note 3: Some Intransitive Verbs become Transitive through the addition of a Preposition. When the verb is changed to the passive voice, the Preposition remains attached to the verb: as, "They *sent for* him in hot haste"; "He was *sent for* in hot haste."

Exercise 7. *Find the verbs of action in the following sentences and tell in each case whether the verb is transitive or intransitive:—*

- 1 Every man on board went down.
- 2 Just for a handful of silver he left us.
- 3 The ebbing sea thus beats against the shore; The shore repels it; it returns again.
- 4 Your pleasures spring like daisies in the grass.
- 5 Yes, I write verses now and then.
- 6 Lay thy sheaf adown and come.
- 7 We lodged in a street together.
- 8 Kentish Sir Byng stood for his King.

- 9 In each of their cups they dropp'd a crust
And star'd at the guests with a frown.
- 10 How steadfastly she worked at it!
- 11 But the king he turned his back on me
When he got his own again.
- 12 My good blade carves the casques of men,
My tough lance thrusteth sure.
- 13 Then all leap'd up and join'd their hands,
With hearty clasp and greeting.
- 14 Each other's cups they touch'd all round.
- 15 Although I enter not,
Yet round about the spot
Ofttimes I hover.
- 16 My wingèd boat,
A bird afloat
Swings round the purple peaks.
- 17 Swift he bestrode his firefly steed.
- 18 Again I turn to the woodlands.
- 19 Up to the vaulted firmament
His path the firefly courser bent.
- 20 Fearlessly he skims along.

21. Some Intransitive Verbs expressing State or Condition, such as *be*, *become*, *seem*, *look*, *appear*, *feel*, *smell*, etc., require a Noun or an Adjective as a completing term, and hence are known as verbs of **Incomplete Predication**. The Noun complement denotes the same person or thing as the subject and is called the **Predicate Noun**. The Adjective complement modifies the subject and is called the **Predicate Adjective**: as,

- 1 Thy prison is a *holy place*.
- 2 *Sweet* are the uses of adversity.

Note: *Be* (30), *appear*, and *seem* may also be used as verbs of Complete Predication to make complete state-

ments; *look* may be used as an Intransitive Verb of action (20); *feel*, *smell*, and *become* (*adorn*) may be Transitive Verbs.

Exercise 8. *In the following sentences, find the complements of the intransitive verbs of incomplete predication and tell whether each complement is a predicate noun or predicate adjective:—*

- 1 A thing of beauty is a joy forever.
- 2 All below grows black as night.
- 3 The sun rises bright in France
And fair sets he.
- 4 Beauty is its own excuse for being.
- 5 She looks a queen.
- 6 Brightest in dungeons, Liberty, thou art!
- 7 Earth seemed a desert I was bound to traverse.
- 8 How very big my nurse appeared!
- 9 Still are thy pleasant voices, 'thy nightingales,
awake.
- 10 Fair gleams the snowy altar-cloth.
- 11 Children of the camp are we.
- 12 Dim it sat in the dim light.
- 13 To us he seems the last.
- 14 Youth shall grow great and strong and free.
- 15 The poetry of earth is never dead.
- 16 It lies deep-meadowed, happy, fair with orchard
lawns.
- 17 All actual heroes are essential men.
- 18 Only the actions of the just
Smell sweet and blossom in the dust.
- 19 Dusty and dim are the eyes of the miller,
Deaf are his ears with the moil of the mill.
- 20 A spirit of noon-day is he;
Yet seems a form of flesh and blood;
Nor piping shepherd shall he be,
Nor herd-boy of the wood.

Exercise 9. Tell (1) which of the verbs in the following sentences express action and which express state or condition; (2) which of the complements of the intransitive verbs are predicate nouns and which are predicate adjectives:—

- 1 Dear God! the very houses seem asleep.
- 2 Green be the turf above thee!
- 3 Softly over Sherwood the south wind blows.
- 4 Red blooms the heather over field and valley.
- 5 Day dawns beyond the Atlantic Sea.
- 6 Lifeless but beautiful he lay.
- 7 My pride fell with my fortunes.
- 8 The stately homes of England—
How beautiful they stand!
- 9 Our lives and every day and hour
One symphony appear.
- 10 Why stand ye here idle all the day long?
- 11 The grass grew shoulder-high.
- 12 The work smells of the lamp.
- 13 The lamps now glitter down the street.
- 14 His honor rooted in dishonor stood.
- 15 Whatever is, is right.
- 16 I remain your obedient servant.
- 17 They listened and never stirred.
- 18 Thou, too, sail on, O Ship of State!
- 19 Austere he lived and smileless died.
- 20 He lies low in the leveled sand.

22. Some Verbs, such as *speak*, *sing*, *learn*, *teach*, may be used (1) **Transitively**, or (2) **Intransitively**. If the thing *spoken*, *sung*, *learned*, *taught*, etc., is named or expressed in the sentence the verb is Transitive; if it is not named or expressed the verb is Intransitive: as,

- 1 And *French* she spake full faire and fetisly.
- 2 I spake as a child.
- 1 Full well she sang the *service* divine.
- 2 They sang of love and not of fame.

Exercise 10. *Tell whether each of the verbs in the following sentences is used transitively or intransitively:—*

- 1 One man in his time plays many parts.
- 2 And gladly would he learn and gladly teach.
- 3 He speaks well of no man living.
- 4 Gratiano speaks an infinite deal of nothing.
- 5 Strike for your altars and your fires!
- 6 Turn again, Whittington, thrice Lord Mayor of London!
- 7 The bird of dawning singeth all night long.
- 8 Cophetua sware a royal oath.
- 9 She sighed, and looked unutterable things.
- 10 Turn over a new leaf.
- 11 Ring out, wild bells, to the wild sky!
- 12 They strike mine eyes, but not my heart.
- 13 We but teach bloody instructions.
- 14 Nothing in his life became him like the leaving it.
- 15 She looks upon them with a threatening eye.
- 16 At a critical moment in his career, the heir of the Stuarts turned traitor to his own cause.
- 17 Live and learn.
- 18 Milton became blind in his forty-fifth year.
- 19 To read and write comes by nature.
- 20 Sing a song of sixpence.

23. Since the subject of a Transitive Verb denotes either (1) the Doer of the action or (2) the Recipient of it (19), the verb may have two forms. The form of the Transitive Verb used to show that the subject acts is called the **Active Voice**. The form used to

show that the subject receives the action is called the **Passive Voice**: as,

- 1 Cæsar *conquered* Gaul.
- 2 Gaul *was conquered* by Cæsar.

Note 1: The Passive Voice is formed by prefixing parts of the verb *to be* (38) to the past participle of a Transitive Verb (39).

Note 2: Intransitive Verbs have no Voice, since they do not denote action received by any person or thing (20).

Exercise 11. *Tell the voice of each of the transitive verbs in the following sentences:—*

- 1 Certainly by no man was gratitude more persistently earned than by Dickens.
- 2 Earth fills her lap with treasures of her own.
- 3 Mortal hopes defeated and o'erthrown
Are mourned by man.
- 4 A golden medal was voted to me
By a certain Royal Society.
- 5 Go, pronounce his present death,
And with his former title greet Macbeth.
- 6 Naught's had, all's spent,
When our desire is got without content.
- 7 And in thy right hand bring with thee
The mountain nymph, sweet Liberty.
- 8 The Norman nobles were distinguished by their
graceful bearing and insinuating address.
- 9 Boughs are daily rifled
By the gusty thieves.
- 10 The true word of welcome was spoken in the door.
- 11 They took the son and bound him.
- 12 Nature hath framed strange fellows in her time.
- 13 In Carlyle's style are reflected his own humor and
large-hearted tenderness.

- 14 She was enchanted by the wicked spells
Of Gebir.
- 15 Hope for a season bade the world farewell.
- 16 And thus he bore without abuse
The grand old name of gentleman.
- 17 The reign of Antoninus is marked by the rare ad-
vantage of furnishing very few materials for history.
- 18 Over my head his arm he flung
Against the world.
- 19 And the thoughts of men are widen'd by the process
of the suns.
- 20 Earth with her thousand voices praises God.

24. When a Transitive Verb is changed from the **Active Voice** to the **Passive Voice** the object of the verb in the Active Voice becomes the subject of the verb in the Passive Voice, and the subject of the verb in the Active Voice becomes dependent on a preposition, usually the preposition *by*: as,

- 1 Milton wrote "Paradise Lost."
- 2 "Paradise Lost" was written by Milton.

Exercise 12. In the following sentences, change the verbs in the active voice to the passive voice and those in the passive voice to the active:—

- 1 He performed the duties of friendship faithfully and manfully.
- 2 The sheriff is elected by the people for a term of three years.
- 3 In the fifteenth century, England was torn in pieces by a furious civil war.
- 4 His friends extolled him as the greatest of all the benefactors of the city.
- 5 The fame of the great French writers of the seven-
teenth century filled Europe.

6 Nor were the arts of peace neglected by our fathers during that stirring period.

7 For these reasons he was disliked by the Commons.

8 The native metal of a man is tested by presence of mind in untried emergencies.

9 The arrival of peace did not help the Continental Congress, but made matters worse.

10 Our foreign relations are cared for abroad by two distinct classes of officials—ministers and consuls.

11 Froude wrote history in the spirit of the literary artist.

12 Arnold preaches fortitude and courage in the face of the mysterious and inevitable.

13 By birth and by daily contact, George Eliot was identified with the local interests of the rich Midland district.

14 Most of the misfortunes of man are occasioned by man.

15 Fine manners need the support of fine manners in others.

16 The Duke of Wellington brought to the post of first minister immortal fame.

17 In this period the thought and imagination of England were wonderfully broadened and quickened by a new spirit.

18 The Norman Conquest brought England into direct contact with a Continental and superior civilization.

19 The new impulse given by Latin culture was followed by an advance in learning, art, and literature.

20 During the twelfth and thirteenth centuries, a great many of the old churches and cathedrals were replaced by new and more splendid structures.

25. Transitive Verbs in the Active Voice are frequently followed by an **Indirect Object** denoting the person or thing indirectly affected by the action. The

Indirect Object is sometimes retained after Transitive Verbs in the Passive Voice. The prepositions *to* or *for* are always *understood* after the Indirect Object: as,

- 1 Give, O give *me* back my heart!
- 2 I will make *thee* beds of roses.
- 3 O, that a year were granted *me* to live!

Note 1: If *to* or *for* stands before the noun or pronoun representing the person or thing indirectly affected, the noun or pronoun is the Object of the Preposition (110) and not the Indirect Object of the Verb.

Note 2: The Indirect Object is sometimes made the subject of the verb in the Passive Voice while the Direct Object remains as a retained object: as, “*Gladstone* was offered a peerage.”

Exercise 13. *Find the indirect objects in the following sentences and tell in each case whether to or for is understood:—*

- 1 Lend me thy fillet, Love.
- 2 I built my soul a lordly pleasure house.
- 3 One lesson I can leave you,
For every day.
- 4 I thrice presented him a kingly crown.
- 5 Bring me my dead into the storied hall.
- 6 Give me excess of it.
- 7 I shall never in the years remaining
Paint you pictures.
- 8 Present him eminence both with eye and tongue.
- 9 Stay, you imperfect speakers, tell me more.
- 10 They, with their gold to give, doled him out silver.
- 11 I have done the state some service.
- 12 Give thy thoughts no tongue.
- 13 I am not obliged to find you an understanding.
- 14 Grant me some knight to do the battle for me.

15 I will make you brooches and toys for your delight.
16 In the wilds
 Of fiery climes he made himself a home.
17 Show thy servant the light of thy countenance.
18 Three times the crown was offered him.
19 I did thee wrong.
20 The lesson was taught me by the most competent of
all teachers—experience.

26. Some Transitive Verbs of *making*, *choosing*, etc., when used in the Active Voice, take, besides the direct object, (1) a Noun Complement, or (2) an Adjective Complement. This Noun or Adjective Complement, which may be called the **Attributive Complement**, helps to complete the meaning of the verb, and gives an attribute or a condition of the *object* resulting from the action of the verb: as,

- 1 They named him *John*.
- 2 You cannot pump the ocean *dry*.

Note 1: Attributive Noun Complements are by some authorities called Objective Complements, and by others Factitive Objects.

Note 2: Sentences containing Attributive Complements do not state the complete thought until the Attributive Complement is given: as, "I find thee *worthy*."

Note 3: Except in poetry, the Direct Object stands between the Verb and the Attributive Complement.

Note 4: Infinitive Phrases (46) and Noun Clauses may be used as Attributive Complements (64).

Exercise 14. Find the attributive complement in each of the following sentences and tell whether it is noun or adjective:—

1 Exceeding peace had made Ben-Adhem bold.

- 2 For the good mother holds me still a child.
- 3 One touch of nature makes the whole world kin.
- 4 Naught he found too lofty.
- 5 Make me thy lyre, even as the forest is.
- 6 And the dreadful foam of the wild water
 Had splashed the body red.
- 7 And now again the people
 Call it but a weed.
- 8 A servant with this clause
 Makes drudgery divine.
- 9 We'll create young Arthur Duke of Bretagne and
Earl of Richmond.
- 10 Histories make men wise.
- 11 If you call me fairy,
 You'll find me quite contrary.
- 12 And godlike spirits hail him guest.
- 13 Washington appointed Arnold commander of the
strongest fortress on the Hudson.
- 14 She left lonely forever
 The Kings of the sea.
- 15 For these things the King must hold himself chiefly
responsible.
- 16 It found them a sect; it made them a faction.
- 17 When Love speaks, the voice of all the gods
 Makes heaven drowsy with the harmony.
- 18 They therefore made their church, like their king
and their nobility, independent.
- 19 She named the child Ichabod.
- 20 In iron walls they deem me not secure.

27. Transitive Verbs of *naming*, *making*, etc., on becoming Passive change the Attributive Noun complement of the Active Voice to the **Predicate Noun** of the Passive, and the Attributive Adjective complement of the Active Voice to the **Predicate Adjective** of the Passive (21): as,

- 1 Washington was unanimously elected *president*.
- 2 Milton was made *blind* through devotion to his duty.

Exercise 15. *In the following sentences, find the predicate noun and predicate adjective complements of the verbs in the passive voice:—*

- 1 Thou hast been called, O Sleep, the friend of woe.
- 2 Now is the winter of our discontent
 Made glorious summer by this sun of York.
- 3 He is made one with Nature.
- 4 George IV was crowned King amid mingled feelings
 of loyalty and disapproval.
- 5 In the latter half of the seventeenth century France
 was considered the wealthiest power in Europe.
- 6 And you're dubbed Knight and an R. A.
- 7 The tree of deepest root is found
 Least willing still to quit the ground.
- 8 The book is properly termed an anthology.
- 9 For military purposes the curia was called a century.
- 10 Death was counted a slight thing by the Stoic
 philosophers.
- 11 Coleridge was called by Lamb “the inspired charity-
 boy.”
- 12 By the death of his mother, Cowper was made home-
 less as well as motherless.
- 13 Of these kindred constitutions the English was from
 an early period justly reputed the best.
- 14 Hence Burke has been called the greatest thinker,
 with the exception of Bacon, who has ever devoted him-
 self to the practice of English politics.
- 15 A man of wealth is dubb'd a man of worth.
- 16 Disraeli was created Earl of Beaconsfield in 1876.
- 17 Children are rendered happy by trifles.
- 18 The daughter of Cicero was named Tullia.
- 19 Scott was called the Wizard of the North.
- 20 The fairest maiden was chosen queen of the revels.

28. Summary of Types of Completing Terms:

(1) Direct Objects after Transitive Verbs in the Active Voice (19).

(2) Indirect Objects after Transitive Verbs, both Active and Passive (25).

(3) Predicate Nouns	} (1) after Intransitive Verbs of State or Condition (21).
(4) Predicate Adjectives	
	} (2) after Transitive Verbs in the Passive Voice (27).
(5) Attributive Noun Complements	} after Transitive Verbs in the Active Voice (26).
(6) Attributive Adjective Complements	

Note 1: Complements of types (1), (3), and (5) may be Words, Phrases, or Clauses (46) (64); (4) may be Words or Phrases (47) (110); (2) and (6) can be Words only.

Note 2: The term Predicate Nominative, sometimes used instead of Predicate Noun, is invariably used when the completing term of type (3) is a Pronoun.

Exercise 16. *Find the completing term in each of the following sentences and tell its kind:—*

- 1 The King of Terrors loves a shining mark.
- 2 They make a desert and call it peace.
- 3 But grant me still a friend in my retreat.

4 One of Cromwell's soldiers was called Praise-God Barebones.

5 Rude am I in my speech.

6 Faith unfaithful kept him falsely true.

7 To my extreme mortification I grow wiser every day.

8 A pious priest might the Abbot seem.

9 Teach him the art of doing any one thing, and in so doing you create a capability.

10 Nelson's brother was made an earl.

11 Myriad scattered stars
Break up the night and make it beautiful.

12 Italy! you hold in trust
Very precious English dust.

13 They make my house their path.

14 Fairest land while land of slaves
Yields their free souls no fit graves.

15 I would fain die a dry death.

16 Thackeray's masterpiece was named "Vanity Fair" because of the worldliness of most of the characters.

17 Full many a gem of purest ray serene
The dark, unfathomed caves of ocean bear.

18 My business in this state
Made me a looker-on in Vienna.

19 But the manner of the brewing
Was none alive to tell.

20 The British authorities were taught a lesson by Napoleon's escape from Elba.

21 Prostrate the beauteous ruin lies.

22 Send us the hearts of our fathers of old.

23 Thy brave heart found life's turmoil sweet.

24 The drama's laws the drama's patrons give.

25 Joan of Arc was accounted a sorceress by the English.

26 Eighty winters leave the dog too lame to follow with the cry.

27 Give fools their silks, and knaves their wine.

28 Tennyson was made poet-laureate in 1850.

29 Make me ape or make me human.
 30 So dear a life your arms enfold.

Verbs with Reference to Use.

29. Classified with reference to Use, verbs are (1) **Principal** or (2) **Auxiliary**. A verb is called **Principal** when it retains its full meaning. A verb is called **Auxiliary** when it helps to form the parts of another verb and, in so doing, loses its full meaning: as,

1 But I *have* sinuous shells of pearly hue.
 2 The Fates *have laid* aside their shears.

Note 1: The Auxiliary Verbs are: *be, have, do, shall (should), will (would), may (might)*. The verbs *be, have*, and *do*, when used as Principal Verbs, are conjugated throughout (38). The other verbs are always Defective (17).

Note 2: *Can (could), must, and ought* are regarded as Principal Verbs since they always retain their full meaning. They are followed by an Infinitive as complement.

Note 3: *May (might), should, and would* are sometimes used as Auxiliaries to form Subjunctive verb-phrases (38) and are sometimes used as Principal Verbs (42).

30. The verb *to be* as a **Principal Verb** has a two-fold use: (1) it is used as a verb of Complete Predication, meaning *to exist, to remain, etc.*; (2) it is used as a verb of Incomplete Predication requiring a Predicate Noun or a Predicate Adjective to complete its meaning (21): as,

1 Where your treasure *is*, there *will* your heart *be* also.
 2 To thine own self *be* true.

31. The verb *to be* as an **Auxiliary verb** has also a twofold use: (1) it forms the Passive Voice when combined with the Past Participle of any Transitive Verb; (2) it forms the Progressive Form when combined with the Present Participle of any verb (39): as,

- 1 Thy voice *is heard* through rolling drums.
- 2 What *was* he *doing*, the great god Pan?

Exercise 17. *Tell which of its four uses the verb to be has in each of the following sentences:—*

- 1 'Tis true, he *was* monarch and wore a crown,
But his heart *was* beginning to sink.
- 2 Whatever *is*, *is* right.
- 3 If she *be* not fair for me,
What care I how fair she *be*?
- 4 Be good, sweet maid, and let who *will* be clever.
- 5 There *was* a jolly miller
Lived by the river Dee.
- 6 Where *were* ye, nymphs, when the remorseless deep
Closed o'er the head of your loved Lycidas?
- 7 Delight *is* in the hawk's high-glancing wings.
- 8 I am the captain of my soul.
- 9 But one *is* lying prone, alone.
- 10 Our stormy sun *is* sinking,
Our sands are running low.
- 11 As a man *thinketh*, so *is* he.
- 12 There they *are*, my fifty men and women.
- 13 Wales *was* only known to England by incursion and invasion.
- 14 Below lies one whose name *was* traced in sand.
- 15 There *are* no birds in last year's nest.
- 16 Children dear, were we long alone?
- 17 In the stormy east-wind straining
The pale yellow woods *were* waning.

18 O then a longing like despair
 Is to their farthest caverns sent!

19 Is there any peace
 In ever climbing up the climbing wave?

20 And they are swept by the balms of spring.

32. Changes in the forms of Verbs to express ideas of **Time**, **Mood**, **Person**, and **Number** are made by means of Auxiliaries (29) or by Inflection (14).

Person and Number in Verbs.

33. In modern English, with the exception of the verb *to be*, the only change in verbs to show agreement with the subject in **Number** and **Person** (79) is the inflection **-s** in the third person singular of the Present Indicative. Certain cases of agreement, however, require careful notice.

Note: The irregular conjugation of the verb *to be* (38) and the inflection of the verb *to have* in the third person singular of the Present Indicative cause the agreement of verb-forms employing *be* or *have* as Auxiliaries: as, “Age, thou *art shamed!*”; “He *has outsoared* the shadow of our night.”

34. Special Cases of Agreement are as follows:—

(1) Biblical and poetical forms have the inflections **-st** in the second person singular of the Present and Past Indicative and **-th** in the third person singular of the Present.

(2) All Noun subjects, whether words, phrases (75), or clauses (76), and all Interrogative Pronouns take verbs in the third person. Personal and Relative Pro-

nouns may take verbs of the first, second, or third person (79) (85).

(3) Collective Nouns (66) take Singular verbs when the body of individuals is regarded as a unit; Plural verbs, when the individuals are thought of separately.

(4) Two nouns connected by *and* may denote one person or thing and therefore take a Singular verb, or two separate persons or things, and so require a Plural verb.

(5) Singular subjects connected by *or* or *nor* require a verb in the Singular. When one subject is singular and the other plural, the verb agrees with the nearer subject.

(6) Nouns in the singular connected by *and* and modified by the adjectives *each*, *every*, and *no* require a verb in the Singular.

Exercise 18. *Explain the person and the number of each of the verbs in the following sentences:—*

- 1 Bitter constraint and sad occasion dear
Compels me to disturb your season due.
- 2 I do not find that the age or the country makes the
least difference.
- 3 There's neither honesty, manhood, nor good fellow-
ship in thee.
- 4 All the earth and air
With thy voice is loud.
- 5 In books lies the soul of the whole Past Time—the
articulate, audible voice of the Past—when the body and
material substance of it has altogether vanished like a
dream.
- 6 The tumult and the shouting dies.

7 He sees that this great roundabout
 The world, with all its motley rout,
 Church, army, physic, law,
 Its customs and its businesses,
 Is no concern at all of his.

8 There was neither hammer nor axe nor any tool of
 iron heard in the house while it was in building.

9 Billing and cooing is all your cheer.

10 There is a proper dignity and proportion to be
 observed in the performance of every act of life.

11 Neither death, nor exile, nor pain, nor anything of
 this kind is the real cause of our doing or not doing any
 action.

12 One day with life and heart
 Is more than time enough to find a world.

13 A little rule, a little sway,
 A sunbeam in a winter's day,
 Is all the proud and mighty have
 Between the cradle and the grave.

14 Each day and each hour brings its appointed task.

15 But by the yellow Tiber
 Was tumult and affright.

16 But there is neither East nor West, border, nor breed,
 nor birth,
 When two strong men stand face to face.

17 Enjoy your dear wit and gay rhetoric
 That hath so well been taught her dazzling fence.

18 The Mohammedan population show no signs of
 disaffection.

19 I am a king that find thee.

20 Sometimes a curly shepherd lad,
 Or long-hair'd page in crimson clad,
 Goes by to tower'd Camelot.

35. Mood is the modification of the Verb which shows the manner in which the state or action denoted by the verb is expressed. The **Indicative Mood** ex-

presses a statement as a fact or asks a question. The **Imperative Mood** expresses a command, a request, or an entreaty. The **Subjunctive Mood** expresses state or action not as a fact but as something merely thought of: as,

- 1 How far that little candle *throws* his beams!
- 2 *Honor* thy father and thy mother.
- 3 If it *were* so, it was a grievous fault.

Note 1: The Subjunctive is frequently used to express a wish: as, “O, that we two *were maying!*”

Note 2: Conditional sentences take the Indicative when the condition stated by the *if*-clause is regarded as true; the Subjunctive when it is regarded as uncertain or contrary-to-fact (41).

Note 3: The Subjunctive with *may* and *might* expresses purpose: as, “Be silent that you *may hear.*”

Note 4: The Subjunctive sometimes expresses ideas of concession and of limit of time: as, “Be it ever so humble, there’s no place like home”; “Ere half *be done*, perchance your life *may fail.*”

Note 5: Noun Clauses used to express possibility frequently take the Subjunctive: as, “It seems to me most strange that men *should fear.*”

Exercise 19. *Tell the mood of each of the verbs in the following sentences:—*

- 1 When at Rome, do as the Romans do.
- 2 Sit thou still when kings are arming.
- 3 God save King Henry, unkinged Richard says,
And soon lie Richard in a quiet grave.
- 4 Life piled on life
Were all too little, and of one to me
Little remains.

- 5 O thou sweet lark, that I had wings like thee!
- 6 Her eyes the glow-worm lend thee;
The shooting-stars attend thee;
And the elves also,
Whose little eyes glow
Like the sparks of fire, befriend thee.
- 7 Go, lose or conquer as you can;
But if you fail, or if you rise,
Be each, pray God, a gentleman.
- 8 Were man
But constant, he were perfect.
- 9 Green be the turf above thee,
Friend of my better days!
- 10 Be he alive or be he dead,
I'll grind his bones to make my bread.
- 11 Mine be a cot beside the hill.
- 12 O that he were here to write me down an ass!
- 13 O wert thou in the cauld blast
On yonder lea,
My plaidie to the angry airt,
I'd shelter thee!
- 14 I were but little happy, if I could say how much.
- 15 Catch me who can, yet sometimes I have wished
That I were caught and kill'd at once
Out of this flutter.
- 16 Put money in thy purse.
- 17 In quiet she reposes,
Ah, would that I did too!
- 18 Show his eyes, and grieve his heart!
Come like shadows, so depart!
- 19 How sweet it were, hearing the downward stream,
With half-shut eyes ever to seem
Falling asleep in a half-dream!
- 20 Tell me how many thoughts there be
In the atmosphere
Of a new-fall'n year!

36. **Tense** is a modification of the Verb to express (1) the time of the action or state, and (2) the degree of its completeness. The Indicative Mood has six tenses: the **Present**, the **Past**, the **Future**, the **Present Perfect**, the **Pluperfect** (Past Perfect), and the **Future Perfect**. The six tenses of the Subjunctive have the same names as those of the Indicative, but differ somewhat in form and in use (41). The Imperative Mood has only the **Present Tense**.

37. **Conjugation** is the regular Arrangement of the forms of a verb according to Person, Number, Voice, Mood, and Tense.

38. Conjugation of the Verb **To Be.**

INDICATIVE MOOD

PRESENT TENSE

<i>Singular</i>	<i>Plural</i>
1 I am	1 We are
2 Thou art	2 You are
3 He is	3 They are

PAST TENSE

<i>Singular</i>	<i>Plural</i>
1 I was	1 We were
2 Thou wast	2 You were
3 He was	3 They were

FUTURE TENSE

<i>Singular</i>	<i>Plural</i>
1 I shall be	1 We shall be
2 Thou wilt be	2 You will be
3 He will be	3 They will be

PRESENT PERFECT TENSE

<i>Singular</i>	<i>Plural</i>
1 I have been	1 We have been
2 Thou hast been	2 You have been
3 He has been	3 They have been

PLUPERFECT (PAST PERFECT) TENSE

<i>Singular</i>	<i>Plural</i>
1 I had been	1 We had been
2 Thou hadst been	2 You had been
3 He had been	3 They had been

FUTURE PERFECT TENSE

<i>Singular</i>	<i>Plural</i>
1 I shall have been	1 We shall have been
2 Thou wilt have been	2 You will have been
3 He will have been	3 They will have been

SUBJUNCTIVE MOOD

PRESENT TENSE

<i>Singular</i>	<i>Plural</i>
1 I be	1 We be
2 Thou be	2 You be
3 He be	3 They be

PAST TENSE

<i>Singular</i>	<i>Plural</i>
1 I were	1 We were
2 Thou wert	2 You were
3 He were	3 They were

FUTURE TENSE

	<i>Singular</i>	<i>Plural</i>
1	I { should } be { would }	1 We { should } be { would }
2	Thou { shouldst } be { wouldest }	2 You { should } be { would }
3	He { should } be { would }	3 They { should } be { would }

PRESENT PERFECT TENSE

<i>Singular</i>	<i>Plural</i>
1 I have been	1 We have been
2 Thou have been	2 You have been
3 He have been	3 They have been

PLUPERFECT (PAST PERFECT) TENSE

[The same in form as in the Indicative Mood]

FUTURE PERFECT TENSE

	<i>Singular</i>		<i>Plural</i>
1	I { should } have been { would }	1	We { should } have been { would }
2	Thou { shouldst } have been { wouldest }	2	You { should } have been { would }
3	He { should } have been { would }	3	They { should } have been { would }

IMPERATIVE MOOD

<i>Singular</i>	<i>Plural</i>
2 Be (thou)	2 Be (you or ye)

INFINITIVES

PRESENT—to be

PERFECT—to have been

PARTICIPLES

PRESENT—being PAST—been PERFECT—having been

GERUNDS

PRESENT—being PERFECT—having been

Note 1: To express determination, a promise, a threat, etc., *will* is used in the First Person and *shall* in the Second and Third.

Note 2: To express purpose, Subjunctive verb-phrases with *may* and *might* are used in the Present and Past. Forms with *may have* and *might have* are sometimes used in the Perfect and the Pluperfect Subjunctive.

Note 3: It is necessary to distinguish between the use of the Present Perfect and that of the Past Indicative. The Present Perfect tense represents an action as completed in a time which is regarded as part of the Present. The Past tense represents an action as taking place in a period of time regarded as wholly Past: as,

“In the days of my youth, I *remembered* my God,
And He *hath* not *forgotten* my age.”

Exercise 20. *In the following sentences, explain in each case the use of the present perfect and of the past tense:—*

- 1 We have been friends together,
Shall a light word part us now?
- 2 Home was home then, my dear, full of kindly faces.
- 3 Last night I stood beneath the foreign stars.
- 4 For there has been no water
Ever since the first of May.
- 5 In this posture, Sir, things stood at the beginning
of the session.
- 6 Our Earth has not grown aged
With all her countless years.
- 7 Once before he won it of me with false dice.

8 We have fought such a fight for a day and a night
As may never be fought again,
We have won great glory, my men!

9 In Tartary I freed the Cham,
Last June, from his huge swarms of gnats.

10 I never knew a better man, nor one to me more
lovable; we shall all feel his loss more greatly as time
goes on. ^

11 This is the system upon which I have governed my-
self many years, and so I will go on till I have done.

12 I've lived since then, in calm and strife,
Full many a summer a sailor's life.

13 When in the world I lived, I was the world's
commander.

14 My tea is nearly ready, and the sun has left the sky.

15 'Tis not an hour since I left him.

16 Kamal is out with twenty men to raise the border
side,
And he has lifted the Colonel's mare that is the
Colonel's pride.

17 What has happened since I wrote a year ago?

18 Three generations of readers have succeeded those
who first read and praised "Vanity Fair."

19 With a five and twenty years' experience since those
happy days of which I write, I think I have never seen a
society more simple, charitable, courteous, and gentleman-
like than that of the dear little Saxon city where the good
Schiller and the great Goethe lived and lie buried.

20 "I have been an unconscionable time in dying,"
said Charles II on his death-bed.

21 Late, my grandson! half the morning have I paced
the sandy tracts,
Watched again the hollow ridges roaring into
cataracts.

22 I, that loathed, have come to love him.

23 Ye say they all have passed away,
That noble race and brave.

24 But time at length has made us all of one opinion,
and we have all opened our eyes on the true nature of the
American war.

25 I know the way she went
 Home with her maiden posy,
For her feet have touch'd the meadows,
 And left the daisies rosy.

26 All day thy wings have fann'd,
 At that far height, the cold, thin atmosphere.

27 All day within the dreamy house,
 The doors upon their hinges creak'd.

28 I am my master's faithful old gold pen,
 I've served him three long years and drawn since
 then
 Thousands of funny women and droll men.

29 The wretched parents all that night
 Went shouting far and wide.

30 They have left unstained what there they found—
 Freedom to worship God !

39. Conjugation of the verb *to call* in the **Active Voice**, the **Passive Voice**, and the **Progressive Form** (31), given, wherever possible, in the third person, for the sake of brevity :

INDICATIVE MOOD

ACTIVE	PASSIVE	PROGRESSIVE
PRESENT		
He calls	He is called	He is calling
PAST		
He called	He was called	He was calling
FUTURE		
He will call	He will be called	He will be calling

PRESENT PERFECT

He has called He has been called He has been calling

PLUPERFECT (PAST PERFECT)

He had called He had been called He had been calling

FUTURE PERFECT

He will have called He will have been called He will have been calling

SUBJUNCTIVE MOOD

ACTIVE

PASSIVE

PROGRESSIVE

He call He be called He be calling

PAST

He called He were called He were calling

FUTURE

He { should } { would } call He { should } { would } be called He { should } { would } be calling

PRESENT PERFECT

He have called He have been called He have been calling

PLUPERFECT (PAST PERFECT)

He had called He had been called He had been calling

FUTURE PERFECT

He { should } { would } have called He { should } { would } have been called He { should } { would } have been calling

IMPERATIVE MOOD

ACTIVE

PASSIVE

PROGRESSIVE

Call Be called Be calling

INFINITIVES

PRESENT

To call	To be called	To be calling
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PERFECT

To have called	To have been called	To have been calling
----------------	---------------------	----------------------

PARTICIPLES

PRESENT

Calling	Being called	—
---------	--------------	---

PAST

—	Called	—
---	--------	---

PERFECT

Having called	Having been called	Having been calling
---------------	--------------------	---------------------

GERUNDS

PRESENT

Calling	Being called	—
---------	--------------	---

PERFECT

Having called	Having been called	Having been calling
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40. The following points with regard to the **Conjugation of Verbs** require special notice:—

Note 1: The Conjugation of a verb in any *one* Person throughout its moods and tenses is sometimes called a *Synopsis*.

Note 2: The Progressive Passive formed of the verb *to be* and the Present Passive Participle is found in the

Present and the Past Indicative: as, "The portrait *is being painted*"; "The portrait *was being painted*."

Note 3: The Emphatic Form using *do* (*did*) as an Auxiliary is found in the Present and Past Indicative, and in the Imperative: "I *do write*"; "I *did write*"; "Do *write*."

Note 4: The Interrogative Form for the Present and Past Indicative Active uses *do* (*did*) as an Auxiliary; in all other tenses it is obtained by placing the subject after the first Auxiliary: "Does he *write*?"; "Did he *write*?"; "Will he *write*?"

Note 5: The Negative Form prefixes the Auxiliary *do* (*did*) to the word *not* in the Present and Past Indicative (Active) and in all other tenses simply inserts the word *not*: "I *do not walk*"; "I *did not walk*"; "I *will not walk*."

Note 6: Verbs used only in the Third Person Singular with the neuter pronoun as subject are called Impersonal Verbs. They usually refer to natural phenomena: "It *rains*"; "It *will snow*."

Exercise 21. *In the following exercise, name the verbs in the progressive, the interrogative, or the emphatic form:—*

- 1 Poets are singing the whole world over.
- 2 I do not love thee, Dr. Fell.
- 3 I am dying, Egypt, dying!
- 4 What do tears avail?
- 5 Do you question the young children in their sorrow,
Why the tears are falling so?
- 6 I'll walk where my own nature would be leading.
- 7 Where are you going, my pretty maid?
- 8 Ah, did you once see Shelley plain,
And did he stop and speak to you?
- 9 Thou didst delight my ear.
- 10 O song, do not forget.

11 *Hush, ah hush*, the scythes are saying.
12 To-day she may be speeding on bright wings
 Beyond the stars.
13 Glad did I live and gladly die.
14 And now it's marching onward through the realms
 of old romance.
15 And they're all of them returning to the heavens
 they have known.
16 I do not know the methods of drawing up an in-
dictment against a whole people.
17 My valor is certainly going! it is sneaking off! I
feel it oozing out, as it were, at the palms of my hands!
18 Pray do not take the pains
 To set me right.
19 Did ye not hear it?
20 Dost thou love life? Then do not squander time.
21 Dear girl! the grasses on her grave
 Have forty years been growing.
22 When did morning ever break
 And find such beaming eyes awake?
23 Jock, when ye hae naething else to do, ye may be
aye sticking in a tree; it will be growing, Jock, when
ye're sleeping.
24 We do pray for mercy;
 And that same prayer doth teach us all to render
 The deeds of mercy.
25 Didst thou never hear
 That things ill got had ever bad success?
26 The groves are repeating it still.
27 Then doth thy sweet and quiet eye
 Look through its fringes to the sky.
28 And his eyes have all the seeming of a demon's that
 is dreaming.
29 And all with pearl and ruby glowing
 Was the fair palace door.
30 Do not be decoyed elsewhere.

41. A sentence containing a Supposition introduced by *if*, *unless*, etc., is called a **Conditional Sentence**. Conditional Sentences are always Complex (9), the *if*-clause being the subordinate clause.

Note 1: If the supposition is regarded as true in Present, Past, or Future time, the Indicative is used: as, "If it *rains*, we *shall not go*"; "If you *said* that, (and as a matter of fact you did) you *were* mistaken."

Note 2: A supposition with regard to a Future act which is regarded as uncertain or unlikely takes the Future Subjunctive: as, "If I *should see* you later, I *would explain* the matter." In poetry, the Present Subjunctive sometimes expresses doubt.

Note 3: A supposition regarded as contrary-to-fact in Present time takes the Past Subjunctive; in Past time, the Pluperfect Subjunctive: as, "If I *had* the time, (but I have not) I *would stay with you*"; "If I *had known* the facts yesterday, I *should have stated* the case."

Note 4: *If* may be omitted, and, in that case, the subject is placed after the verb in the Present and Past Subjunctive and in the other tenses after the first Auxiliary.

Exercise 22. In the following conditional sentences, account for the mood and the tense of each of the verbs in the subordinate clauses:—

- 1 If all the year were playing holidays,
To sport would be as tedious as to work.
- 2 If I should overcome the Romans in another fight,
I were undone.
- 3 Farewell! if ever fondest prayer
For other's weal avail'd on high,
Mine will not all be lost in air,
But waft thy name beyond the sky.
- 4 If I speak to thee in friendship's name,
Thou think'st I speak too coldly.

5 If I were Brutus now and he were Cassius,
He should not humor me.

6 If a man look sharply and attentively, he shall see
Fortune.

7 If God hath made this world so fair
Where sin and death abound,
How beautiful beyond compare
Will paradise be found !

8 Were a star quenched on high,
For ages would its light,
Still traveling downward from the sky,
Shine on our mortal sight !

9 If she be not so to me,
What care I how fair she be ?

10 How would you be
If He, which is the top of judgment, should
But judge you as you are ?

11 What were we
If Brutus had not lived ?

12 If it were done when 'tis done, then 'twere well
It were done quickly.

13 If thou hadst been here, my brother had not died.

14 Had I but served my God with half the zeal
I served my king, He would not in mine age
Have left me naked to mine enemies.

15 If to do were as easy as to know what were good to
do, chapels had been churches, and poor men's cottages,
princes' palaces.

16 If you can look into the seeds of time
And say which grain will grow and which will not,
Speak then to me, who neither beg nor fear
Your favors nor your hate.

17 Had the day gone with us,
We should not, when the blood was cool, have
threatened
Our prisoners with the sword.

18 If music be the food of love, play on.

19 Could I forget what I have been,
I might the better bear what I am destined to.
20 Who but must laugh, if such a man there be?
Who would not weep, if Atticus were he?

42. The verbs *may* (*might*), *would*, and *should*, frequently used to form Subjunctive verb-phrases, (38) are sometimes used in the **Indicative**.

Note 1: *May* (Present Indicative), *might* (Past) are used as Principal Verbs to denote permission or possibility. They are followed by the Infinitive without *to*: as, "You *may* retire"; "He said that it *might* rain."

Note 2: *Should* as a Principal Verb in the Indicative followed by the Infinitive without *to* denotes duty: as, "You *should* control your temper." *Should* is also used in indirect discourse as a future Auxiliary representing an original *shall*: as, "The boy answered that he *should* without doubt *be* present."

Note 3: *Would* as a Principal Verb in the Indicative followed by the Infinitive without *to* denotes strong wish, customary action, or strong determination: as, "After breakfast, the old man *would* sit in the sun"; "He *would* not go without his father's word." *Would* is also used in indirect discourse as a future Auxiliary representing an original *will*: as, "The general said that he *would* never *surrender*."

Exercise 23. *Explain the mood and, whenever possible, the tense of each of the verbs in the following sentences:—*

1

Let our girls flit

Till the storm die! but had you stood by us,
The roar that breaks the Pharos from his base
Had left us rock.

2

They surely would have torn the child
Piecemeal among them, had they known.

3 Oh, my friend,
That thy faith were as mine!

4 You have done that you should be sorry for.

5 Then he would sigh
With mournful joy to think that others felt
What he must never feel.

6 Had I been there with sword in hand
And fifty Camerons by,
That day through high Dunedin's street
Had pealed the slogan cry.

7 I could have smiled to see
The death that would have set me free.

8 For, to speak him true,
You know right well, how meek soe'er he seem,
No keener hunter after glory breathes.

9 This I must do, or know not what to do ; yet this
I will not do, do how I can.

10 If solitude make scant the means qf life,
Society for me.

11 If I have too austerely punished you,
Your compensation makes amends.

12 O that ye had some brother, pretty one,
To guard thee on the rough ways of the world.

13 The old order changeth, giving place to new,
And God fulfills himself in many ways,
Lest one good custom should corrupt the world.

14 By my Christendom,
So I were out of prison and kept sheep
I should be happy as the day is long.

15 But that one man should die ignorant who has capacity for knowledge, this I call tragedy.

16 O that the desert were my dwelling-place,
With one fair spirit for my minister,
That I might all forget the human race.

17 But life is sweet, though all that makes it sweet,
Lessen like sound of friends' departing feet.

18 What though the mast be now blown overboard,
The cable broke, the holding anchor lost,
And half our sailors swallowed in the flood?
Yet lives our pilot still.

19 He that fights and runs away
May live to fight another day.

20 I die that France may live.

21 I would that my tongue could utter
The thoughts that arise in me!

22 He and my father in old time still
Wished I should one day marry her.

23 May thy brimmèd waves for this
Their full tribute never miss.

24 Mortals, that would follow me,
Love Virtue; she alone is free.

25 And he charged them that they should tell no man.

26 Young Tommy Rook began to scorn her power,
And said that he would fly into the field close by.

27 'Tis a lesson you should heed:
 Try again.

28 Once or twice though you should fail:
 Try again.

29 That's the wise thrush; he sings each song twice over,
Lest you should think he never could recapture
The first fine careless rapture.

30 Though thou shouldst bray a fool in a mortar among
wheat with a pestle, yet will not his foolishness depart
from him.

43. The **Parsing of the Verb** should include the following points: (1) Class: whether transitive or intransitive, regular or irregular; (2) Principal Parts; (3) Voice; (4) Mood; (5) Tense; (6) Construction or Syntax: the agreement with the subject in Person and Number.

EXAMPLE:—They *see* the green trees wave
On the heights o'erlooking Grève.
Hearts that *bled* are *stanchéd* with balm.

See is an irregular, transitive verb. Principal parts: *see*, *saw*, *seeing*, *seen*. Active voice, indicative mood, present tense. It agrees with the subject, *they*, in third person and plural number.

Bled is an irregular, intransitive verb. Principal parts: *bleed*, *bled*, *bleeding*, *bled*. No voice, indicative mood, past tense. It agrees with the subject, *that*, in third person, plural number.

Are stanchéd is a regular, transitive verb. Principal parts: *stanch*, *stanchéd*, *stanching*, *stanchéd*. Passive voice, indicative mood, present tense. It agrees with the subject, *hearts*, in third person, plural number.

Exercise 24. Parse according to the models given above the verbs in Exercises 16, 17, 19.

CHAPTER III

THE VERB AND ITS COMPLEMENTS (CONTINUED)

Verbals.

44. The three forms of the Verb that are commonly known as **Verbals** are: (1) the Infinitive; (2) the Participle; (3) the Gerund (38) (39). Verbals express state or action, but do not limit it to any definite time and do not take a subject.

Note 1: Verbals take the type of complement required by the verb from which they are derived. Verbals of Transitive verbs in the Active Voice take Direct Objects. Intransitive and Passive Verbals may take Predicate Nouns or Adjectives. Verbals of Intransitive verbs of complete predication do not take complements.

Note 2: The modifiers of Verbals are adverbial, with one exception: the Gerund may be modified by a Possessive Noun or Pronoun (55).

Note 3: Verbals with their complements and modifiers form phrases known as Infinitive, Participial, or Gerund Phrases (51), (54), (58).

45. The **Infinitive** may be used as (1) a **Noun**, (2) an **Adjective**, or (3) an **Adverb**.

46. The **Noun Uses** of the Infinitive are as follows:—

- 1 **Subject of a Verb:** *To love* her is a liberal education.
- 2 **Direct Object of a Verb:** My whole life long, I learned *to love*.

3 **Predicate Noun:** Thy Godlike crime was *to be* kind.

4 **Appositive (72):** It is not death *to die*.

5 **Object of Preposition:** None knew thee but *to love* thee.

6 **Attributive Complement** after certain verbs (26): I like a rascal *to be punished*.

Note: The construction illustrated in (6) is by some grammarians regarded as an Infinitive with a subject in the Objective Case: *rascal* would then be explained as the subject of the Infinitive *to be punished*.

Exercise 25. *In the following sentences, find the infinitives and tell which use of the noun each has:—*

- 1 We learned from our wistful mothers
To call old England “home.”
- 2 'Tis sweet to hear the watchdog's honest bark.
- 3 To innovate is not to reform.
- 4 Contented, he forgets to fly away.
- 5 I've help'd him to pen many a line for bread.
- 6 The chief art of learning is to attempt but one thing
at a time.
- 7 It takes a long time to feel the world's pulse.
- 8 Comfort it is to say
“Of no mean city am I.”
- 9 Who loves not to explore
That palace of Old Time?
- 10 Dr. Johnson said that no man but a blockhead ever
wrote except to earn money.
- 11 To lag and drowse unbetimes is, on this short day
of frost and sun, to sleep before evening.
- 12 Still the bitter fate is mine,
All delight unshared to see.
- 13 From the sacred shore I stand on, I command thee
to retreat!
- 14 Learning has also a function of guidance: to build

high places whereon to plant the clear and flaming lights of experience.

15 We will not dare to doubt thee.

16 In the age of Cortez and of Raleigh dreamland had ceased to be dreamland.

17 The greatest of my pride is to see my ewes graze.

18 Hath he deserved to lose his birthright thus?

19 To die is to be banish'd from myself.

20 My choice it is, and pride,

On my own lands to find my sport,

In my own fields to ride.

47. The Infinitive used as an **Adjective** is (1) a Direct Modifier of a Noun or (2) is used as a Predicate Adjective to complete an Intransitive Verb or a Passive Verb (21) (27) : as,

1 Night is the time *to weep*.

2 Rich soils are often *to be weeded*.

Exercise 26. *In the following sentences, find the infinitives and tell which use of the adjective each has:—*

1 Seldom has English statesmanship had such a tale to tell.

2 Teach me the way to die.

3 Some books are to be tasted, others to be swallowed, and some few to be chewed and digested.

4 Now is your time to learn.

5 In fact the theory has been perceived to be a cheat.

6 Hast aught to match with mine?

7 Here were a goodly place wherein to die.

8 Such men are not to be trusted.

9 This is the governing motive of his immense labors to accomplish radical economical reform.

10 Landor is to be read even by his admirers in a book of selections.

11 The time has come, the Walrus said,
To talk of many things.

12 I have no spur
To prick the sides of my intent.

13 That low man seeks a little thing to do.

14 I count life just a stuff
To try the soul's strength on.

15 A people is but the attempt of many
To rise to the completer life of one.

16 They brought me bitter news to hear and bitter
tears to shed.

17 Day after day the labor's to be done.

18 It is time to be old,
To take in sail.

19 No offering of my own I have,
Nor faith my works to prove.

20 In the brawl for means to live
Life is trod underfoot.

48. The Infinitive used as an **Adverb** modifies
(1) a Verb or (2) an Adjective: as,

1 For we that live *to please* must please *to live*.
2 I am ready *to depart*.

Exercise 27. *In the following sentences, find the infinitives and tell which use of the adverb each has:—*

1 How weak are words to carry thoughts like mine!
2 What needs his laurel our ephemeral tears
To save from visitation of decay?
3 The elements were minist'ring
To make one mortal blest.
4 An Englishman is the unfittest person on earth to
argue another person into slavery.

5 Their truer glory was delay'd
To guide his steps aright.

6 I would give something, O Apollo!
Thy radiant course o'er earth to follow.

7 I come to visit thee again,
My little flowerless cyclamen.

8 Vainly the fowler's eye
Might mark thy distant flight to do thee wrong.

9 But still my human hands are weak
To hold your iron creeds.

10 She stoops to conquer.

11 My wishes as before
Struggle to find their resting-place in vain.

12 We are too young to reign!

13 I will not enter there
To sully your pure prayer.

14 Fools who came to scoff remained to pray.

15 Why should I strive to set the crooked straight?

16 And thought leaped out to wed with thought.

17 An old man, broken with the storms of state,
Is come to lay his weary bones among ye.

18 I come to bury Cæsar, not to praise him.

19 Alas, how soon the hours are over
Counted us out to play the lover!

20 Many loved Truth, and lavished life's best oil
Amid the dust of books to find her.

49. To of the Infinitive is omitted after the following Verbs: (1) Verbs of perception: as, *hear*, *see*, *feel*, *know*, etc.; (2) the Verbs *may* (*might*), *should*, and *would* (42); the Verbs *can*, *must* (29), *let*, *make*, *bid*, *dare*, and also *need* in the negative and interrogative forms.

Exercise 28. *In the following sentences, tell whether the infinitives are used as nouns, adjectives, or adverbs:—*

- 1 Poet ! I come to touch thy lance with mine.
- 2 To live in hearts we leave behind is not to die.
- 3 To make a happy fireside clime
 To weans and wife,
 That's the true pathos and sublime
 Of human life.
- 4 He who died at Azan sends
 This to comfort all his friends.
- 5 Strive thy little bark to steer
 With the tide, but near the shore.
- 6 It is pleasant to see here and there a flower.
- 7 And many an eye has danced to see
 That banner in the sky.
- 8 Seldom has English statesmanship had such a tale
to tell.
- 9 No man e'er felt the halter draw
 With good opinion of the law.
- 10 The secret of life is not to do what one likes to do,
but to try to like what one has to do.
- 11 Let us do or die.
- 12 You can never teach either oak or beech
 To be aught but a greenwood tree.
- 13 To strive to lift the knees and limbs that bleed,
 This is the best, the fullest meed.
- 14 I am forced to reconsider my opinions.
- 15 Of two evils the less is always to be chosen.
- 16 I heard the pulse of the besieging sea
 Throb far away all night.
- 17 The highest office of history is to preserve ideals.
- 18 All your wish is woman to win.
- 19 There's no one now to share my cup.
- 20 Still in thy right hand carry peace
 To silence envious tongues.
- 21 His mind was wax to receive and marble to retain.
- 22 On the bare earth exposed he lies,
 With not a friend to close his eyes.

23 Elizabeth could be said to have no love for anything but England.

24 It was a tribute to the capacity of a public man to be despised by Napoleon.

25 The greatest of faults is to be conscious of none.

26 Under the greenwood tree
Who loves to lie with me?

27 They have measured many a mile
To tread a measure with you on this grass.

28 It were a journey like the path to heaven
To help you find them.

29 Hast thou wandered there
To waft us home the message of despair?

30 Forward and frolic glee was there,
The will to do, the soul to dare.

50. The **Parsing** of the **Infinitive** should include the following points: (1) Form: whether present or perfect; voice, (if any), active or passive; (2) Class: whether regular or irregular, transitive or intransitive; (3) Construction or Syntax: whether used as a noun, an adjective, or an adverb.

EXAMPLE:—

I did send
To you for gold *to pay* my legions.

To pay is the present infinitive in the active voice of the irregular, transitive verb: *pay, paid, paying, paid*. It is used as an adjective to modify the noun *gold*.

51. The **Analysis** of the **Infinitive Phrase** consists in naming the Infinitive as the principal word of the phrase and naming the Complement and Modifiers of the Infinitive.

EXAMPLE:—Friend of my heart, is it meet or wise
To warn a king of his enemies?

To warn is the principal word of the infinitive phrase. It takes for its direct object the noun, *king*, and is modified by the adverbial phrase of *his enemies*.

Exercise 29. Parse according to the model given above the infinitives in Exercise 28, and analyze the infinitive phrases.

52. The **Participle** is a form of the Verb (38) which partakes of the nature both of the Verb and of the Adjective. The Participle takes the complements and modifiers of the Verb and is itself an Adjective modifier of some noun or pronoun: as,

Tying her bonnet under her chin,
She tied her raven ringlets in.

Note 1: Past Participles, used as such, belong to the Passive Voice of Transitive Verbs. Poetry shows a few exceptions: "With Atē at his side, *come* hot from hell."

Note 2: A phrase composed of a Noun or Pronoun and a Participle, the whole being grammatically independent of the rest of the sentence, is called a Nominative Absolute Phrase (71): "His duty done, the leader rested content."

Note 3: A Participle which has lost its verbal force and is purely descriptive is often used as an adjective and is then known as a Participial Adjective (60): as, "The tangled vine-stems scored the sky."

Exercise 30. In the following sentences, find the participles and tell what noun or pronoun each modifies:—

1 There he was, swimming and diving for pleasure, and blowing fountains of fire out of his nostrils, like a whale spouting.

- 2 For in the night, unseen, a single warrior
 In somber harness mailed,
 Dreaded of man, and surnamed the Destroyer,
 The rampart wall had scaled.
- 3 God's poet, hid in foliage green,
 Sings endless songs, himself unseen.
- 4 They found him on the morrow,
 Stretch'd on a heap of dead.
- 5 Away they dash'd through Temple Bar,
 Their red cloaks flowing free.
- 6 Be with us while the New World greets
 The Old World thronging all its streets,
 Unveiling all the triumphs won
 By art or toil beneath the sun.
- 7 Deep into that darkness peering, long I stood there
 wondering, fearing,
 Doubting, dreaming dreams no mortal ever dared to
 dream before.
- 8 And the children stood watching them out of the
 town.
- 9 My lady comes at last,
 Timid and stepping fast,
 And hastening hither.
- 10 And, having played together, we will go
 With you along.
- 11 Youth ended, I shall try
 My gain or loss thereby.
- 12 The tiny soul then soar'd away,
 Seeking the clouds on fragile wings.
- 13 Sweet in her green dell the flower of beauty slumbers,
 Lull'd by the faint breezes sighing through her hair.
- 14 Perceiving his end near, he took the unfinished
 manuscript of the *Æneid*, intending to burn it.
- 15 Having declined the proposal, I determined on a
 course suited to my own tastes.
- 16 Having been censured for idleness, the student re-
 solved to be diligent.

- 17 Baffled and beaten back, she works on still.
- 18 The service past, around the pious man
With ready zeal each honest rustic ran.
- 19 One thing then learnt remains to me.
- 20 Others, their blue eyes with tears overflowing,
Stand like Ruth amid the golden corn.

53. The **Parsing** of the **Participle** should include the following points: (1) Form: whether present, past, or perfect; voice, (if any), active or passive; (2) Class: whether regular or irregular, transitive or intransitive; (3) Construction or Syntax: what noun or pronoun it modifies.

EXAMPLE:—*Returning* from the cruel fight,
How pale and faint appears my knight.

Returning is the present participle (no voice) of the regular, intransitive verb: *return, returned, returning, returned*. It is used to modify the noun *knight*.

54. The **Analysis** of the **Participial Phrase** consists in naming the Participle as the principal word of the phrase and telling the Complements and Modifiers of the Participle.

EXAMPLE:—Slowly and sadly we laid him down,
The sods with our bayonets turning.

Turning is the principal word of the participial phrase. It takes for its direct object the noun *sods* and is modified by the adverbial phrase *with our bayonets*.

Note: The Nominative Absolute Phrase (52) is analyzed by taking the Noun as the principal word with the Participle as its modifier. The Participle *being* is sometimes understood: as, “He staggered onward, *his very life a burden*.”

Exercise 31. Parse according to the model given above the participles in Exercise 30, and analyze the participial phrases.

55. The **Gerund** is a form of the Verb that partakes of the nature of both the Noun and the Verb. Gerunds have the complements and modifiers of the Verb, but may also be modified by a Noun or a Pronoun in the Possessive Case (44).

Note: The forms of the Gerund are the same as those of the Participle (38), except that there is no Gerund corresponding to the Past Participle.

56. The **Uses** of the **Gerund** are as follows:—

1 **Subject of a Verb:** *Adorning* thee with so much art
Is but a barbarous skill.

2 **Direct Object of a Verb:** The sea-kings love not
boasting.

3 **Predicate Noun:** A sorrow's crown of sorrow is
remembering happier things.

4 **Object of a Preposition:** Of *making* many books
there is no end.

5 **Adverbial Objective (73):** Whatever is worth *doing*
at all, is worth *doing* well.

Exercise 32. In the following sentences, find the gerunds and tell how each is used:—

1 The fairest action of our human life
Is scorning to revenge an injury.

2 Wishing has lost its power.

3 Loving our neighbor as ourselves is fulfilling the law.

4 There should be time for being and knowing as well
as for doing.

5 During Monmouth's rebellion many persons who were accused of having sheltered traitors were put to death.

6 Being convinced of one's folly is often a great step towards wisdom.

7 In the time of Charles II, conveying a letter cost twopence for the first eighty miles.

8 After waiting half an hour without being supplied with post-horses, the traveler determined to hire a horse wherever he could.

9 For he makes life worth living

Who makes this message plain.

10 I shall cheerfully bear the reproach of having descended below the dignity of history, if I can succeed in placing before the English of the nineteenth century a true picture of their ancestors.

11 Rest is not quitting the busy career;

Rest is in fitting one's self to one's sphere.

12 So desolate was the place after this calamity that the vicarage was thought scarcely worth having.

13 If eyes were made for seeing,

Then beauty is its own excuse for being.

14 The king's fondness for French literature was due to his having been educated in France.

15 Spring stirred and broke. The rooks once more
'Gan cooing in the loft.

16 Twice saying "pardon" doth not pardon twice.

17 Deserve my love by loving him.

18 Stand not upon the order of your going.

19 The task he undertakes is numbering sands and drinking oceans dry.

20 After considering him attentively, I recognized in him a diligent getter-up of miscellaneous works.

57. The **Parsing** of the **Gerund** should include the following points: (1) Form: whether present or perfect; voice, (if any), active or passive; (2) Class: whether regular or irregular, transitive or intransitive;

(3) Construction or Syntax: which of the noun uses the Gerund has.

EXAMPLE:—You have condemned and noted Lucius Pella
For *taking* bribes.

Taking is the present gerund, in the active voice, of the irregular, transitive verb: *take, took, taking, taken*. It is used as the object of the preposition *for*.

58. The **Analysis** of the **Gerund Phrase** consists in naming the Gerund as the principal word of the phrase and telling the Complement and Modifiers of the Gerund.

EXAMPLE:—*Seeing too much sadness* hath congealed your blood.

Seeing is the principal word of the gerund phrase, taking for its direct object the noun *sadness*.

Exercise 33. Parse, according to the model given above, the gerunds in Exercise 32, and analyze the gerund phrases.

Exercise 34. In the following sentences, tell whether the verbals are infinitives, participles, or gerunds, and explain how each is used:—

- 1 Here I come creeping everywhere;
 You cannot see me coming,
 Nor hear my low sweet humming.
- 2 For memory, dwelling
 On each proud swelling
 Of the belfry, knelling
 Its bold notes free,
 Made the bells of Shandon
 Sound far more grand on
 The pleasant waters
 Of the river Lee.

3 I have no more pleasure in hearing a man attempting wit and failing than in seeing a man trying to leap over a ditch and falling into it.

4 Our country hath a gospel of her own
To preach and practice before all the world—
The freedom and divinity of man.

5 Irving taught millions of his countrymen to love England.

6 After being graduated from Bowdoin College in 1825, Hawthorne spent twelve years in Salem, reading, writing stories, many of which he burned, and becoming, in his own familiar phrase, "the obscurest man of letters in America."

7 At the close of "Thanatopsis" the injunction to live worthily rings in our ears like a trumpet-call.

8 Members were astonished to recognize a broad philosophy of poetry running through Burke's speeches.

9 Having spoken of Longfellow's life, and the widespread and beautiful influence of his verse, it only remains for us to speak briefly of his poetry itself.

10 Now, the walled cities won,
And storm withstood, and all her story spun,
She towers in sand beside some sunny bay
Whence in the silvery morn new barks go sailing gay.

11 Harvard was calculated in its early days to produce learned theologians rather than men of letters.

12 Having been provided with ample means by his fond mother, Harry Warrington set out to conquer England.

13 Now, mass being said, before the priest he brought
That glittering prophecy, his untried sword.

14 Death in their prison reaches them,
Unfreed, having seen nothing, still unblest.

15 In the moonlight the shepherds,
Soft lull'd by the rills,
Lie wrapt in their blankets
Asleep on the hills.

- 16 I should like to rise and go
Where the golden apples grow.
- 17 And yet I fear'd him all the more
For lying there so still.
- 18 The sum of behavior is to retain a man's dignity
without intruding upon that of others.
- 19 The reward of a thing well done is to have done it.
- 20 The statement that Shakespeare or Swift obliterated
themselves from their works needs only to be made to be
laughed at.
- 21 Determined to see Europe, he succeeded, probably
more by his energy than because of these literary ventures,
in inducing several newspaper editors to engage him to
write them letters from abroad.
- 22 Not to be conquered by these argues one's self dull
of soul.
- 23 After completing our survey of literary progress
during the latest period, we are better able to realize that
the local differences impressed so deeply on the great sections
of the country from the first are not even now wholly
effaced.
- 24 But suffer me to pace
Round the forbidden place,
Lingering a minute.
- 25 Kentish Sir Byng stood for his King,
Bidding the crop-headed Parliament swing.
- 26 The intrinsic worth of Channing's writings remains
to be tested by time.
- 27 He deserves the credit of having rid himself of the
prejudices and influences that marked the society in which
he moved.
- 28 Others will teach us how to dare
And against fear our breast to steel,
Others will strengthen us to bear—
But who, ah ! who will make us feel ?
- 29 Rest to the uncrown'd King ! who, toiling, brought
His bleeding country through that dreadful reign,

Who, living, earn'd a world's revering thought,
And, dying, leaves his name without a stain.

59. Verbal Phrases are sometimes grammatically **Independent** of the rest of the sentence. (1) Infinitive and (2) Gerund phrases used independently are usually parenthetical: as,

- 1 Marley was dead, *to begin with*.
- 2 The feelings of a child are, *generally speaking*, quick and intense.

Note: The Independent Participial phrase is known as the Nominative Absolute construction (**52**).

Summary of -ing Forms.

60. The **Verbal Forms** ending in *-ing* must be carefully distinguished. They are: (1) the **Present Participle**; (2) the **Participial Adjective**; (3) the **Gerund**; (4) **The Verbal Noun**.

Note 1: The Participle in *-ing* (1) modifies some Noun or Pronoun; (2) expresses action or state belonging to the same time as the action or state of the main verb of the clause; (3) may take the complements of a Verb: as, "The old order changeth, *yielding* place to new."

Note 2: Participial Adjectives are Participles which have lost all verbal force and are placed *before* nouns to denote quality: as, "Truth sits upon the lips of *dying* men."

Note 3: The Gerund, like the Participle, may take the complements and modifiers of the Verb. It is, however, used as a Noun (**56**) and may be modified by a possessive (**55**).

Note 4: The Verbal Noun in *-ing* (1) expresses state or action, (2) may be modified by the Definite Article or by an Adjective, but (3) may not take the complements and modifiers of the Verb: as, "This *parting* strikes poor lovers dumb."

Exercise 35. Tell whether each of the -ing forms in the following sentences is a participle, a participial adjective, a gerund, or a verbal noun:—

- 1 There is a pleasure, sure,
In being mad, which none but madmen know.
- 2 And thus the soldier, armed with resolution,
Told his soft tale and was a thriving wooer.
- 3 Wandering down the shady dell,
We gathered the wild flowers.
- 4 There let the pealing organ blow
To the full-voiced choir below.
- 5 All heaven admiring stood a space.
- 6 Journeys end in lovers' meeting.
- 7 Praising what is lost
Makes the remembrance dear.
- 8 The poet's eye, in a fine frenzy rolling,
Doth glance from heaven to earth, from earth to heaven.
- 9 Striving to do better, oft we mar what's well.
- 10 There is nothing either good or bad but thinking makes it so.
- 11 The beating of my own heart
Was all the sound I heard.
- 12 All that lives must die,
Passing through nature to eternity.
- 13 There are nine and sixty ways of constructing tribal lays,
And every single one of them is right.
- 14 He shall find the stubborn thistle bursting into glossy purples.

15 Whence comes solace? Not from seeing
 What is doing, suffering, being,
 Not from noting Life's conditions,
 Not from heeding Time's monitions.

16 The minster bell tolls out
 Above the city's rout,
 And noise and humming.

17 "Be of good comfort, Master Ridley," Latimer cried
 at the crackling of the flames.

18 How sweetly did they float upon the wings
 Of silence through the empty-vaulted night,
 At every turn smoothing the raven down
 Of darkness till it smil'd.

19 We watched her breathing through the night,
 Her breathing soft and low.

20 Let them touch each other's hands in a fresh
 wreathing
 Of their tender human youth.

61. The **Uses** and **Forms** of **Phrases**, including the Prepositional (110) Phrase, may be summarized as follows:—

Form	Use	Principal Word
1 Infinitive	{ 1 Noun 2 Adjective 3 Adverb 4 Independent }	The Infinitive
2 Participial	{ 1 Adjective 2 Independent }	1 The Participle 2 The Nominative Absolute
3 Gerund	{ 1 Noun 2 Independent }	The Gerund
4 Prepositional	{ 1 Adjective 2 Adverbial }	The Object of the Preposition

Note: Phrases may be simple, complex (62), or compound (119) in Structure.

62. A Complex Phrase is a phrase within a phrase. The Analysis of the Complex Phrase is as follows:—

EXAMPLE (1):—Men are often forced *to base their hopes on insecure foundations*.

To base is the principal word of the complex infinitive phrase. It takes for its direct object the noun *hopes* and is modified by the prepositional adverbial phrase *on insecure foundations*.

EXAMPLE (2):—*Having learned through misfortune to discipline his character*, Johnson in the end triumphed over circumstances.

Having learned is the principal word of the complex participial phrase. It takes as its direct object the infinitive phrase *to discipline his character*, and is modified by the prepositional adverbial phrase *through misfortune*.

Note: In the Complex Prepositional Phrase, the object of the *first* Preposition is the principal word of the phrase as a whole: as, “I was wounded in the *house* of my friends.”

63. The Analysis of the Simple Sentence (8) consists (1) in finding the Subject, Predicate, and Complement, if any; (2) in telling the word and phrase modifiers of these three elements, and (3) in analyzing the phrases used as modifiers (62).

Note: In analysis, phrases are usually named from their use (Noun, Adjective, or Adverbial), the form (61) and structure being shown by the method of analysis.

EXAMPLE:—It is a pious custom in some Catholic countries to honor the memory of saints by votive lights burned before their pictures.

Simple Declarative Sentence.

Subject, *It*.Predicate Verb, *is*.Complement, *custom* (predicate noun).

Modifiers $\left\{ \begin{array}{l} 1 \text{ in some Catholic countries (adverbial} \\ \text{phrase, modifying } is). \\ 2 \text{ a, pious (adjective modifiers of } custom). \end{array} \right.$

Noun phrase in apposition with subject: *to honor . . . pictures*, having for principal word the infinitive *to honor*, which has for direct object *memory*, modified by *the* and *of saints*. *To honor* is modified by the adverbial phrase *by votive lights burned before their pictures*, with *lights* as the principal word, modified by *votive* and by the adjective phrase *burned before their pictures*, in which *burned* is the principal word, modified by the adverbial phrase *before their pictures*. The principal word is *pictures*, modified by *their*.

Exercise 36. Analyze the following simple sentences according to the model given above, explaining fully the use and the form of each phrase:—

1 To love a river is to love poetry in one of its most visible forms.

2 Through this dark and stormy night
Faith beholds a feeble light
 Up the blackness streaking.

3 With such infirmities of body and mind, this celebrated man was left, at two-and-twenty, to fight his way through the world.

4 Among the most constant attendants were two high-born and high-bred gentlemen, closely bound together by friendship, but of widely different characters and habits.

5 To die at such an age has, for all but the entirely base, something of the air of a betrayal.

6 American government, relying very little on officials,

has the merit of arming them with little power of arbitrary interference.

7 To judge of America rightly, the observer must not fix his eye simply upon her present condition, seeking to strike a balance between the evil and the good.

8 After long laboring in the windy ways,

On smooth and shining tides

Swiftly the great ship glides,

Her storms forgot, her weary watches past.

9 Drake in the North Sea grimly prowling,

Treading his dear *Revenge*'s deck,

Watched, with the sea-dogs round him growling,

Galleons drifting, wreck by wreck.

10 But now beyond the pathway's bend

Sir Alan saw the forest end,

And, winding wide beneath the hill,

The glassy river lone and still.

11 Having in this generous manner made himself strong in the heart of the common people, he turned to curb the power of the factious nobility.

12 Here they used to sit in the shade through a long, lazy summer's day, talking listlessly over village gossip, or telling endless, sleepy stories about nothing.

13 Soon is heard the deep, pervading sound of the organ, rolling and vibrating through the empty lanes and courts.

14 Some great cause, God's new Messiah offering each the bloom or blight,

Parts the goats upon the left hand, and the sheep upon the right.

15 But he went laughing down the shadowed way,
The boy's heart leaping still within his breast.

16 For God's sake, let us sit upon the ground
And tell sad stories of the death of kings.

17 And many another suppliant crying came,
With noise of ravage wrought by beast and man.

18 But Vivien, deeming Merlin overborne

By instance, recommenced, and let her tongue
Rage like a fire among the noblest names.

19 Then went Sir Bedivere the second time
Across the ridge, and pac'd beside the mere,
Counting the dewy pebbles, fix'd in thought.

20 Here by the thronging Golden Gate
For thousands and for you I wait,
Seeing adventurous sails unfurled
For the four corners of the world.

21 The natural principle of war is to do the most harm
to our enemy with the least harm to ourselves.

22 How different is virtue clothed in purple and en-
throned in state from virtue naked and destitute and
perishing obscurely in a wilderness!

23 At sunrise, from their dewy lair
Crossing the stream, the kine are seen
Round the wall to stray.

24 How comforting it is to see a cheerful and con-
tent old age, and to behold a poor fellow like this, after
being tempest-tost through life, safely moored in a snug
and quiet harbor in the evening of his days!

25 My task accomplish'd and the long day done,
My wages taken, and in my heart
Some late lark singing,
Let me be taken to the quiet west.

26 I only see
The poster with its reds and blues,
Bidding the heart stand still to take
Its desolating stab of news.

27 Tossing his mane of snows in wildest eddies and
tangles
Warlike March cometh in, hoarse, with tempestuous
breath,
Through all the moaning chimneys, and 'thwart all
the hollows and angles,
Round the shuddering house, breathing of winter and
death.

28 Then into hall Garethi ascending heard
 A voice, the voice of Arthur, and beheld
 Far over heads in that long-vaulted hall
 The splendor of the presence of the King
 Throned, and delivering doom.

29 Not for so swift forgetfulness you wrought,
 Day upon day, with rapt, fastidious pen,
 Turning, like precious stones, with anxious thought,
 This word and that again and yet again,
 Seeking to match its meaning with the world.

30 Burning with indignation and rendered sullen by
 despair, with hearts bursting with grief at the destruction
 of their tribe, and spirits galled and sore at the
 fancied ignominy of their defeat, they refused to ask their
 lives at the hands of an insulting foe, and preferred death
 to submission.

Noun Clauses as Complements.

64. The **Complements** of Transitive Verbs in the active voice and of Intransitive Verbs of state or condition may be **Noun Clauses** used as Direct Objects or Predicate Nouns. A sentence whose complement is a Clause is Complex (9) : as,

You say you are a better soldier.

Note 1: Noun Clauses may act as complements after Transitive or Intransitive Verbals (44).

Note 2: A Noun Clause is sometimes found as an Attributive Complement (26) : as, “Ruskin’s constant study of the Scriptures made his style *what it was*.”

Note 3: The Subordinate Conjunction *that* frequently introduces Noun Clauses. It is sometimes understood before the clause.

Note 4: Noun Clauses used as complements sometimes

represent an original Question: as, "Tell me, my soul, *can this be death?*"

Exercise 37. *In the following sentences, find the noun clauses used as complements of verbs or of verbals and tell in each case whether the clause is used as a direct object or as a predicate noun:—*

- 1 Usually the significance of local history is that it is part of a greater whole.
- 2 Life! I know not what thou art.
- 3 And twinkling diamonds in the grass
Show where the flitting zephyrs pass.
- 4 The best proof of the well-braced solidity of the system is that it survived the Civil War.
- 5 Tell me where is fancy bred.
- 6 But the breeze of the morning blew, and found
That the leaves of the blown rose strewed the ground.
- 7 But now I see the good old times are dead.
- 8 "Long prayers," I said, "in the world they say."
- 9 I can never guess aright
Where their lodging-places are.
- 10 Death stands above me, whispering low
I know not what into my ear;
Of his strange language all I know
Is, there is not a word of fear.
- 11 He said: *The end is everywhere.*
- 12 O stranger, tell the Lacedæmonians that we lie here obeying their orders.
- 13 Shall the clay say to the potter: What makest thou?
- 14 I should have known what fruit would spring from such a seed.
- 15 I'd say how chance may change and shift.
- 16 Nor knowest thou what argument
Thy life to thy neighbor's creed hath lent.
- 17 The military saints resolved that, in defiance of the

old laws of the realm and of the almost universal sentiment of the nation, the King should expiate his crimes with his blood.

18 I tell thee thou'rt defied!

19 Another reason for Macaulay's popularity is that he has in one way or another something to tell them about many of the most striking personages and interesting events in the history of mankind.

20 The theory is that definitive laws, selected by a power outside the government, are the structural iron of the entire fabric of politics.

21 He fought a thousand glorious wars,
 And more than half the world was his,
 And somewhere now, in yonder stars,
 Can tell, mayhap, what greatness is.

22 Read here how Wealth aside was thrust,
 And Folly set in place exalted.

23 The charge brought against Bacon by his enemies was that he had sold justice.

24 One of Coleridge's dreams was that he and his friends might establish an ideal colony on the banks of the Susquehanna River.

25 The majority of the assembly wisely considered that to accept terms of peace would be to refute all their professions of loyalty.

26 Seeing only what is fair,
 Sipping only what is sweet,
 Thou dost mock at fate and care,
 Leave the chaff and take the wheat.

27 Say not the struggle naught availeth.

28 Through all the vicissitudes of Spenser's career, his hope was that he might be enriched by some patron at the Court.

29 I said to the rose, "The brief night goes
 In babble and revel and wine."

30 To the just-pausing Genius we remit
 Our worn-out life, and are—what we have been.

65. The **Analysis** of the **Complex Sentence** consists of the following parts: (1) the Division of the sentence into one Principal Proposition and one or more Subordinate Clauses; (2) the Analysis of the Principal Proposition as a simple sentence, the Subordinate Clauses being explained as single units, Noun, Adjective, or Adverb; (3) the Analysis of the Subordinate clauses as Simple (63) or Complex Sentences.

EXAMPLE:—Some maintain *that to this day*
She is a living child.

Complex Declarative Sentence.

Principal Proposition, <i>Some maintain</i>	{ Subject, <i>Some</i> Predicate Verb, <i>maintain</i> Complement, <i>that . . . child</i> (noun clause used as direct object) Subject, <i>she</i> Predicate Verb, <i>is</i> Complement, <i>child</i> (predicate noun) Modifier of Verb, <i>to this day</i> (adverbial phrase) Modifiers of Complement, <i>a, living</i> (adjectives)
Subordinate Clause, <i>that . . . child</i> , introduced by <i>that</i> (subordinate conjunction)	

Exercise 38. Analyze, according to the model given above, the sentences in Exercise 37.

CHAPTER IV

THE NOUN

66. A **Noun** is a word used as the Name of some person, object, quality, or idea. Nouns are classified as **Common**, **Proper**, and **Abstract**.

Note 1: A Common Noun is a name applicable to all objects of the same class. A Proper Noun is a name applied to a particular person, place, or thing. An Abstract Noun is the name of a quality or condition, considered apart from the object to which it belongs. *Hamlet* is a proper noun; *hero*, a common noun; *indecision*, an abstract noun.

Note 2: A Common Noun denoting a number of persons or things considered as a unit is called a Collective Noun and takes a verb in the Singular: as, “The pack *is* diminished by war.”

Note 3: A Common Noun denoting a number of persons considered as individuals is called a Noun of Multitude and takes a verb in the Plural: as, “The clergy of that district *were* not often happy in the possession of faithful curates.”

Note 4: Verbal Nouns (**60**) are sometimes regarded as Abstract Nouns.

Exercise 39. *Classify the nouns in the following sentences as common, proper, abstract, verbal, or collective:—*

- 1 Virtue is bold, and goodness never fearful.
- 2 'Tis all men's office to speak patience
To those that wring under the load of sorrow.

3 For knowledge to their eyes her ample page,
 Rich with the spoils of time, did ne'er unroll;
 Chill penury repress'd their noble rage,
 And froze the genial current of the soul.

4 Learning will be cast into the mire and trodden down
 under the hoofs of a swinish multitude.

5 The ringing of bells is at an end; the rumbling of
 the carriages has ceased; the pattering of feet is heard
 no more; the flocks are folded in ancient churches, cramped
 up in by-lanes and corners of the crowded city, where the
 vigilant beadle keeps watch, like the shepherd's dog, round
 the threshold of the sanctuary.

6 There are times, however,—verily to speak, one must
 confess it—when all at Westminster seems pragmatism and
 pretense.

7 You sit, you listen, you observe; you note the de-
 voring war of ambitions, jealousies, conflicting parties
 and policies.

8 A man he seems of cheerful yesterdays
 And confident to-morrows.

9 The river Rhine, it is well known,
 Doth wash your city of Cologne;
 But tell me, nymphs, what power divine
 Shall henceforth wash the river Rhine?

10 Underneath this sable hearse
 Lies the subject of all verse,—
 Sidney's sister, Pembroke's mother.
 Death, ere thou hast slain another,
 Learn'd and fair and good as she,
 Time shall throw a dart at thee.

11 The sense of death is most in apprehension.

12 The hand that rounded Peter's dome,
 And groined the aisles of Christian Rome,
 Wrought in a sad sincerity.

13 But the aged cathedrals, the true antiques, born in
 due time and escaping the spoiler—old English minsters,
 for example, that stand so firmly planted, or lay their four

limbs of chancel, nave, and transepts so possessingly and inveterately on the sod—*they* have a soul.

14 Scorn and cold neglect are made
For winter gloom and winter wind.

15 Rather I trust your lot may touch
Some Crœsus, if there should be such,
To buy you, and that you may so
From Crœsus unto Crœsus go,
Till that inevitable day
When comes your moment of decay.

16 In “Julius Cæsar” the virtue of Brutus is foiled
by its ignorance of and isolation from mankind.

17 Perhaps no human being was ever more perfectly
exempted from the taint of malevolence, vanity, and
falsehood.

18 Summer came in the country,
Red was the heather bell,
But the manner of the brewing
Was none alive to tell.

19 I saw in dreams a mighty multitude,—
Gathered they seemed from North, South, East, West.

20 In the pleasant realms of poesy no liveries are worn,
no paths prescribed; you may wander where you will, stop
where you like, and worship whom you love. Nothing is
demanded of you save this, that in all your wanderings
and worships you keep two objects steadily in view—two,
and two only, truth and beauty.

67. Nouns may have Inflection or change in form
to show **Gender**, **Number**, and **Case**.

Note 1: Gender denotes sex. Nouns denoting males are of the Masculine Gender; females, of the Feminine Gender; things without sex, of the Neuter Gender.

Note 2: Nouns are Singular when they denote one object or individual; Plural when they denote more than one.

68. Case is the form of a Noun by which its relation to other words is shown. There are three cases: the **Nominative**, the **Possessive**, and the **Objective**.

Note 1: Declension is the arrangement of the forms of the three cases of a Noun in both numbers.

Note 2: The Nominative and Objective forms are alike. The Possessive Singular adds the apostrophe and *s* ('*s*) to the Nominative Singular. If the Nominative Plural ends in *s*, the Possessive Plural adds the apostrophe only. If it does not end in *s*, the Possessive Plural adds the apostrophe and *s* ('*s*) : *boy's*; *boys'*; *men's*.

69. A Noun is in the **Nominative Case** when it is: (1) the Subject of a verb; (2) the Predicate Noun; (3) Independent by direct address; (4) Nominative Absolute; (5) in Apposition with another Nominative (72).

70. The **Predicate Noun** is the noun used as the complement of Intransitive and Passive Verbs (21). Such verbs take the same case after as before them, and Predicate Nouns are therefore in the Nominative Case.

Note 1: Nouns used as complements of Intransitive and Passive Verbals take the case of the noun (or pronoun) *grammatically* before them and are therefore sometimes Nominative and sometimes Objective: as, "Scott is said to be the *prince* of story-tellers" (*prince* is Nominative in agreement with *Scott*); "George the Third believed *West* to be a great *painter*" (*painter* is Objective in agreement with *West*).

Note 2: Participial phrases formed from Intransitive or Passive Verbs usually modify the Subject, and their Noun Complements are therefore in the Nominative Case: as,

“Being a *stanch Tory*, Johnson could see no virtue in a Whig” (*Tory* is Nominative in agreement with *Johnson*).

Note 3: Infinitives and Gerunds formed from Intransitive or Passive Verbs sometimes take Noun complements that do not refer to any particular person or thing. Such complements are used indefinitely and are in the Nominative Case: as, "To be a *poet* requires genius"; "To men of a roving disposition, there is often much pleasure in being an amateur *vagabond*."

Exercise 40. Find the predicate nouns in Exercise 8 and account for the case of each.

71. The Noun naming the person or thing directly addressed is said to be Nominative Independent by Address. The Noun used with a Participle to form an independent phrase is called the Nominative Absolute (52): as,

1 *Milton!* thou shouldst be living at this hour.
2 *Summer fading, winter comes.*

Note: The Nominative Absolute phrase must not include the Subject of the sentence, or the Complement of the predicate.

Exercise 41. *In the following sentences, find the nouns used as the nominative absolute or the nominative independent, and explain the use of each:—*

- 6 Yet once more, ye laurels, and once more,
Ye myrtles brown, with ivy never sere,
I come to pluck your berries harsh and crude.
- 7 And O ye Fountains, Meadows, Hills, and Groves,
Forebode not any severing of our loves !
- 8 There sweet Cervantes walks,
A smile on his grave face.
- 9 Be it granted me to behold you again in dying,
Hills of home !
- 10 At midnight, in his guarded tent,
The Turk lay dreaming of the hour
When Greece, her knee in suppliance bent,
Should tremble at his power.
- 11 The embattled forests, erewhile armed in gold,
Their banners bright with every martial hue,
Now stood, like some sad beaten host of old.
- 12 Hence, loathèd Melancholy !
Of Cerberus and blackest Midnight born.
- 13 And every chambered cell,
Where its dim dreaming life was wont to dwell,
As the frail tenant shaped his growing shell,
Before thee lies revealed,
Its irised ceiling rent, its sunless crypt unsealed.
- 14 Descend with broad-winged flight,
The welcome, the thrice-prayed for, the most fair,
The best-belovèd Night !
- 15 Pride in their port, defiance in their eye,
I see the lords of humankind pass by.
- 16 The party worked its way up the stream, the average
progress not exceeding nine miles a day.
- 17 Malignèd but benevolent commercial spirit, who shall
vindicate thee sufficiently ?
- 18 Dwight dies, the neglected artist's sense of failure
bitter with him to the last, no doubt.
- 19 Then we can look calmly backward while we row
into the unseen, old beacons guiding us still.

20 Upon such sacrifices, my Cordelia,
The gods themselves throw incense.

72. A Noun used to explain another Noun or a Pronoun takes the same case as the noun or pronoun explained and is said to be in **Apposition** with it: as,

Then answered Lancelot, the *chief* of knights.

Exercise 42. *In the following sentences, find the nouns in apposition and explain the case of each:—*

- 1 The Niobe of nations, there she stands.
- 2 The naked stars have seen it, a fellow-star in the mist.
- 3 Remember me a little then, I pray,
The idle singer of an empty day.
- 4 For this is England's greatest son,
He that gained an hundred fights,
Nor ever lost an English gun.
- 5 Still are thy pleasant voices, thy nightingales, awake.
- 6 We fell out, my wife and I.
- 7 Physician of the iron age,
Goethe has done his pilgrimage.
- 8 I sat with Doris, the shepherd-maiden.
- 9 The roof that sheltered Washington's retreat,
Thy home of homes, America, I find
In this memorial mansion.
- 10 Serene companions of a vanish'd age,
Noiseless they tread the once familiar floors.
- 11 My dazzled sight he oft deceives,
A brother of the dancing leaves.
- 12 Voltaire and Rousseau, those two diverse oracles of
their age, both died in 1778.
- 13 There is
One great society alone on earth,
The noble living and the noble dead.
- 14 We have given our hearts away—a sordid boon.

15 Then came in hall the messenger of Mark,
 A name of evil savor in the land,
 The Cornish king.

16 Standing like a tower
 Our children shall behold his fame,
 The kindly-earnest, brave, foreseeing man.

17 There mark what ills the scholar's life assail,
 Toil, envy, want, the patron and the jail.

18 Here a sheer hulk, lies poor Tom Bowling,
 The darling of our crew.

19 Without the comfort, hope, with scarce a friend,
 He looks through life and only sees its end.

20 Yon blue sea bears thy country's flag;
 The billows' pride and joy.

Exercise 43. In the following sentences, find the nouns in the nominative case and give the reason for the case of each:—

1 They stood aloof, the scars remaining,
 Like cliffs which had been rent asunder.

2 Can a youth who refuses to yield obedience to his
 parents expect to become a good or a wise man?

3 Night is the time to weep,
 To wet with unseen tears
 Those graves of memory, where sleep
 The joys of other years.

4 The barbarous ages past, next succeeded the birth-
 day of invention.

5 To this was soon added some anxiety at the percep-
 tion that their attitude toward him began to exhibit strange
 fluctuations.

6 Land that he loved, thy noblest voice is mute.

7 A dainty plant is the ivy green!

8 Your ghost will walk, you lover of trees,
 (If our loves remain)
 In an English lane.

9 Ah, the vision of dawn is leisure,
But the truth of day is toil.

10 Then off there flung in smiling joy,
And held himself erect
By just his horse's mane, a boy.

11 Yet half a beast is the great god Pan,
To laugh as he sits by the river.

12 Is this the man by whose decree abide
The lives of countless nations?

13 We are informed that to part with the colonies will
be an immediate relief to the taxpayer.

14 Goldsmith found that being usher in an academy
was not a pleasant occupation.

15 Such lovers old are I and she.

16 He long liv'd the pride
Of that country-side,
And at last in the odor of sanctity died.

17 God speed thee, pretty bird; may thy small nest
With little ones all in good time be blest.

18 The old men sat with hats pull'd down,
Their claret cups before them.

19 By the rude bridge that arch'd the flood,
Their flag to April's breezes furl'd,
Here once the embattled farmers stood,
And fired the shot heard round the world.

20 Sphinx of my quiet hearth! who deign'st to dwell
Friend of my toil, companion of mine ease,
Thine is the lore of Ra and Rameses.

73. A Noun is in the **Objective Case** when it is
(1) the Direct Object of a Transitive Verb or Verbal,
(2) the Indirect Object, (3) the Object of a Preposition,
(4) the Attributive Noun Complement, (5) the
Adverbial Objective, (6) in Apposition with another
Objective.

Note: A Noun used Adverbially to denote time, measure, distance, value, etc., is known as the Adverbial Objective: as, "Three *years* she grew in sun and shower."

Exercise 44. *Find the nouns in the objective case in Exercises 12 and 13 and explain the case of each.*

Exercise 45. *Find the nouns used as adverbial objectives in the following sentences:—*

- 1 Long years their cabin stood
Out on the moor.
- 2 Does the road wind up-hill all the way?
- 3 To-day I will seek not the shadowy region.
- 4 There's nothing under heaven so blue
That's fairly worth the traveling to.
- 5 A moment, while the trumpets blow,
He sees his brood about thy knee.
- 6 How many a month I strove to suit
These stubborn fingers to the lute!
- 7 To-day and yesterday are leagues apart.
- 8 How many miles to Babylon?
- 9 My interest in these questions did not begin the day
before yesterday.
- 10 While you thought of no one, nearly half the world
away
Someone thought of Louis on the beach of Monterey!
- 11 We have come the primrose way.
- 12 I heard the pulse of the besieging sea
Throb far away all night.
- 13 The shepherd sees his flock come bleating home.
- 14 Forty times over let Michaelmas pass.
- 15 My song, save this, is little worth.
- 16 But still the boatmen hear her call the cattle home,
Across the sands of Dee.
- 17 O but I've chronicled a deal of sport,
Feasts that were ate a thousand days ago.

18 A mile or so away,
 On a little mound, Napoleon
 Stood on our storming-day.

19 It is better to be seventy years young than forty
 years old.

20 What recked the Roman what befell
 A paltry province far away,
 In the solemn midnight
 Centuries ago!

Exercise 46. In the following sentences, find the nouns in the objective case and give the reason for the case of each:—

1 O masters, if I were disposed to stir
 Your hearts and minds to mutiny and rage,
 I should do Brutus wrong, and Cassius wrong.

2 Not only around our infancy
 Doth Heaven with all its splendors lie;
 Daily, with souls that cringe and plot,
 We Sinais climb and know it not.

3 But loud laments
 The woodmen and the shepherds one long year
 Heard day and night.

4 Milton and Wordsworth bid him welcome home.

5 All June I bound the rose in sheaves.

6 And godlike spirits hail him guest.

7 My interest in these questions did not begin the day
 before yesterday.

8 Hence milk and honey wonder not, O guest,
 To find set duly on the hollow stone.

9 A thousand miles from land are we.

10 I give my soldier-boy a blade,
 In fair Damascus fashioned well.

11 I call
 That piece a wonder, now; Fra Pandolf's hands
 Work'd busily a day, and there she stands.

- 12 He who died at Azan sends
This to comfort all his friends.
- 13 Duncan sent that frozen flame
To Lady Gruach, the gracious dame.
- 14 I've liv'd since then, in calm and strife,
Full fifty summers, a sailor's life.
- 15 We will call his anger play,
Deem his dart a feather.
- 16 None but the brave deserves the fair.
- 17 Each other's cups they touch'd all round,
The last red drop outpouring.
- 18 I've writ the foolish fancy of his brain,
The aimless jest that, striking, hath caus'd pain,
The idle word that he'd wish back again.
- 19 They would talk of nothing but high life and high-lived company with other fashionable topics, such as pictures, taste, Shakespeare, and the musical glasses.
- 20 High mates! ye teach me purity
And lonely thought and truth.

Exercise 47. In the following sentences, explain the case of each of the complements of the intransitive and passive verbs:—

- 1 Being your slave, what should I do but tend
Upon the hours and times of your desire?
- 2 The fool doth think he is wise, but the wise man
knows himself to be a fool.
- 3 Conceive me, if you can,
A most polite young man.
- 4 I here disallow thee to be a competent judge.
- 5 This bud of love, by summer's ripening breath,
May prove a beauteous flower when next we meet.
- 6 Angling will prove to be so pleasant that it will prove
to be like virtue, a reward in itself.
- 7 He seemed to be
Not one, but all mankind's epitome.

8 He was accused of having been a conspirator against His Majesty's Government.

9 Macaulay says that Johnson had the singular destiny of being considered a classic in his own age, and a companion in ours.

10 Gray has not forfeited any of his poetic fame for being called by Johnson a barren rascal.

11 At thirty, man suspects himself a fool;
Knows it at forty, and reforms his plan.

12 He must have taken a great deal of pains to become such an extraordinary dullard.

13 Let Nature be your teacher.

14 I judged it to be sugar-candy; yet to my raised imagination, divested of its homelier qualities, it appeared a glorified candy.

15 Let our object be our country, our whole country, and nothing but our country.

Exercise 48. In the following sentences, find the nouns in the possessive case, and tell the number of each:—

1 Ah, when shall all men's good
Be each man's rule!

2 My only books
Were woman's looks,
And folly's all they've taught me.

3 Queen Mary's saying serves for me—
(When Fortune's malice
Lost her Calais).

4 I read, dear friend, in your dear face
Your life's tale told with perfect grace.

5 At mankind's feast I take my place.

6 Who is worse shod than the shoemaker's wife?

7 His helmet now shall make a hive for bees,
And lovers' songs be turned to holy psalms;
A man-at-arms must now serve on his knees,
And feed on prayers, which are old age's alms.

- 8 Men's evil manners live in brass; their virtues
We write in water.
- 9 In them Nature's copy's not eterne.
- 10 Shakespeare is not our poet, but the world's.
- 11 The silent organ loudest chants
The master's requiem.
- 12 The litanies of nations came,
Like the volcano's tongue of flame,
Up from the burning core below.
- 13 Affliction's sons are brothers in distress.
- 14 This man tries to resemble Diogenes, and he does not
resemble Diogenes' dog.
- 15 Lo! I unclothe and clear
My wishes' cloudy character.
- 16 But from the mountain's grassy side
A guiltless feast I bring.
- 17 One of the divisions of Ruskin's "Sesame and
Lilies" is entitled "Of Queens' Gardens."
- 18 Low, like another's, lies the laureled head.
- 19 What's your boy's name, good wife?
- 20 Thy sons' inheritance is thine to guard.

*Exercise 49. Explain the case of each of the nouns
in the following sentences:—*

- 1 We left behind the painted buoy
That tosses at the harbor-mouth,
And madly danced our hearts with joy,
As fast we fleeted to the South.
- 2 Of old sat Freedom on the heights,
The thunders breaking at her feet.
- 3 And all our yesterdays have lighted fools
The way to dusty death.
- 4 Dip down upon the northern shore,
O sweet new-year, delaying long!
- 5 Sea-King's daughter from over the sea,
Alexandra!

Saxon and Norman and Dane are we,
But all of us Danes in our welcome of thee.

6 In his young days he had sent Fox a copy of the *Lyrical Ballads*, with a long letter indicating his sense of Fox's great and generous qualities.

7 For errors of ignorance, haste, execution,
From you, his descendant, I ask absolution.

8 O Mary, go and call the cattle home.

9 One thorn of experience is worth a whole wilderness of warning.

10 Are there not, dear Michal,
Two points in the adventure of the diver,—
One, when, a beggar, he prepares to plunge;
One, when, a prince, he rises with his pearl?

11 Just my vengeance complete,
The man sprang to his feet.

12 Let not woman's weapons, water-drops,
Stain my man's cheeks.

13 Match me that marvel, save in Eastern clime,
A rose-red city, half as old as time.

14 The "Etruria," outdoing even the expectations which had been formed of her, rushed along, four hundred miles a day.

15 Wolsey has been called the greatest statesman ever produced by England.

16 To make this earth, our hermitage,
A cheerful and a changeful page,
God's bright and intricate device
Of days and seasons doth suffice.

17 The untented Kosmos my abode,
I pass, a willful stranger.

18 Wake from thy nest, robin red-breast!
Sing, birds, in every furrow!
And from each bill let music shrill
Give my fair love good-morrow.

19 Let God be the judge between you and me.

20 So Aulus was Dictator,
 The man of seventy fights;
 He made *Æbutius Elva*
 His Master of the Knights.

21 All the seasons run their race
 In this quiet resting-place.

22 Count each affliction, whether light or grave,
 God's messenger sent down to thee.

23 High in his stirrups stood the King
 And gave his battle-ax the swing.

24 Already scattered o'er the plain,
 Reproof, command, and counsel vain,
 The rearward squadrons fled amain,
 Or made but doubtful stay.

25 Maiden! a nameless life I lead,
 A nameless death I'll die.

26 Now one morn, land appeared—a speck
 Dim trembling betwixt earth and sky.

27 According to Dr. Johnson, to be a good hater was
 to possess an admirable quality.

28 Full fathom five thy father lies.

29 Now toil'd the Bruce, the battle done,
 To use his conquest boldly won.

30 Late lies the wintry sun a-bed,
 A frosty, fiery sleepy-head;
 Blinks but an hour or two; and then,
 A blood-red orange, sets again.

74. The **Parsing** of the **Noun** should include the following points: (1) Class: whether common, proper, etc., (2) Person, (3) Number, (4) Gender, (5) Construction or Syntax: case of the noun and the reason for the case.

Note: Nouns of address are in the Second Person, since they represent the person spoken to. Other nouns name

the person or thing spoken of and are therefore in the Third Person (79).

EXAMPLE:—The *day* is cold, and dark, and dreary.

Day is a common noun, of the third person, singular number, and neuter gender. It is in the nominative case, subject of the verb *is*.

Exercise 50. *Parse according to the model given above the nouns in Exercises 47 and 49.*

75. Noun Phrases are Infinitive or Gerund Phrases (46), (55).

Note: Noun Phrases may be: (1) Subject; (2) Object; (3) Predicate. Noun; (4) Appositive; (5) Object of a Preposition.

Exercise 51. *In the following sentences, find the noun phrases and tell which use of the noun each phrase has:—*

- 1 Is it so hard to die in the glory and fury of fight?
- 2 The Puritans held it a duty to labor.
- 3 Graciously to permit others to be great is a sign of greatness in a king.
- 4 The average man has been told what to think and why to think it.
- 5 Oh, let us still the secret joy partake,
To follow virtue e'en for virtue's sake.
- 6 None can choose to stay at home.
- 7 Bliss was it in that dawn to be alive;
But to be young was very heaven!
- 8 Under the poor-laws depicted in "Oliver Twist,"
supplementing wages from the rates was forbidden.
- 9 The ceaseless desire of every public man is to know
the direction of public opinion.

10 To execute laws is a royal office; to execute orders is not to be a king.

11 Obeying the majority is both a necessity and a duty under a free government.

12 At present the chief aim of American reformers is to keep minor administrative offices out of politics.

13 To be a well-favored man is the gift of fortune; but to write and read comes by nature.

14 How dull it is to pause, to make an end,
To rust unburnish'd, not to shine in use.

15 Dr. Johnson said that no man but a blockhead ever wrote except for money.

16 Striving to sing glad songs I but attain
Wild discords sadder than Grief's saddest tune.

17 A mighty pain to love it is,
And 'tis a pain that pain to miss.

18 Aspiring to be angels, men rebel.

19 I will instruct my sorrows to be proud.

20 He doth nothing but talk of his horse.

76. Noun Clauses may be used as: (1) the **Subject**; (2) the **Appositive**; (3) the **Object of a Preposition**. These three uses, with the two already explained (64), make the five uses of Noun Clauses: as,

1 *That thou art blamed* shall not be thy defect.

2 Many critics hold the belief *that Sir Philip Francis wrote the "Letters of Junius."*

3 I shiver, Spirit fierce and bold,

At thought of *what I now behold*.

Note 1: Noun Clauses may be introduced by the following words: (1) the Introductory Subordinate Conjunction, *that*; (2) the Interrogative Pronouns, *who*, *which*, *what*; (3) the Interrogative Adjectives, *which*, *what*; (4) the Indefinite Relatives (87), *whoever*, *whichever*, *whatever*, etc.; (5) the Interrogative Adverbs, *when*, *where*, *whence*,

how, why; (6) if, whether, and a few other words commonly used as Conjunctions.

Note 2: After the verbs *remind, convince, assure*, and some others, it is necessary to supply the phrase *of this*, and make the Noun Clause an Appositive of *this*: as,

“Lives of great men all remind us
We can make our lives sublime.”

Exercise 52. *In the following sentences, find the noun clauses and tell in each case whether the clause is used as the subject, the object of a preposition, or an appositive:—*

- 1 And Percy's shout was fainter heard,
“My merry men, fight on!”
- 2 Aulus with his good broadsword
A bloody passage cleared
To where, amidst the thickest foes,
He saw the long white beard.
- 3 How swift the happy days in Atri sped,
What wrongs were righted, need not here be said.
- 4 The charge against the Constitution that it endangered State rights evoked much alarm.
- 5 “Now we must educate our masters,” was the remark made by an English statesman after the passage of the franchise bill of 1867.
- 6 Therefore this one prayer I breathe,—
That you yet may worthy prove.
- 7 That steam could be applied to navigation was recognized by some forgotten genius in the sixteenth century.
- 8 The conviction that reform must begin with the representation of the people was borne in upon the French patriots of 1840.
- 9 It was in the early years of the century that the employment of children began to assume dimensions of national importance.

10 What then remains but that we still should cry
For being born, and being born to die?

11 And spite of pride, in erring reason's spite,
One truth is clear: Whatever is, is right.

12 For Time will teach thee soon the truth,
There are no birds in last year's nest.

13 Each soldier's eye shall brightly turn
To where thy sky-born glories burn.

14 We may congratulate ourselves that we have es-
caped the possibility of another edition of the Wars of the
Roses.

15 Consider this—
That in the course of justice none of us
Should see salvation.

16 That he held it sincerely need not be doubted.

17 The best of what we do and are,
Just God! forgive.

18 He may assure himself that it ought to create only
evil.

Exercise 53. In the following sentences, find the noun clauses and tell how each is used:—

1 How do I know what is greatest,
How do I know what is least?

2 Then it chanced in a nobleman's palace
That a necklace of pearls was lost.

3 The Minister replied that reasons of state would not
allow him to answer the question of the honorable member.

4 But oh! the very reason why
I clasp them is because they die.

5 The popular belief at Rome seems to have been that
the event of the great day of Regillus was decided by su-
pernatural agency.

6 This is truth the poet sings—
That a sorrow's crown of sorrow is remembering
happier things.

7 Under a republican government, the presumption is that the choice of officials represents the will of the people.

8 We are to be congratulated that dueling has ceased.

9 They say you are a melancholy fellow.

10 And how, or why, or where we met
I own to me's a secret yet.

11 A glance at the map of Virginia shows to what a remarkable degree it is intersected by navigable rivers.

12 The colonial theory in England in the last century was that the colonies existed only by favor of the mother-country.

13 The saying that honesty is the best policy is one of Franklin's most characteristic utterances.

14 And it must follow, as the night the day,
Thou canst not then be false to any man.

15 King James's men shall understand what Cornish lads can do.

16 It may be that the gulfs will wash us down;
It may be we shall touch the Happy Isles.

17 With tongues all sweet and low
Like a pleasant rhyme,
They tell how much I owe
To thee and Time!

18 "Purblind men have discoursed well of sight," quoth Sir Thomas Browne.

19 That the very edifice of a cathedral should be imbued with symbol need cause the cold critic no wonder.

20 Ask me why I send you here
This firstling of the infant year.

21 The mighty master smiled to see
That love was in the next degree.

22 The certain and essential thing is that somewhere we should have spied a spiritual fire, approached it, and at it warmed our souls.

23 Mr. Titmouse looked up from the Memoirs, suddenly conscious that the attendant was scanning him in wonder.

24 "Well done!" cried Francis; "bravely done!" and
he rose from where he sat:
"No love," quoth he, "but vanity, sets love a task
like that!"

25 And, little Butterfly, indeed,
I know not if you sleep or feed.

26 Nor from that hour could anything be guessed,
But that she was not!

27 And this be our motto, "In God is our trust!"

28 I see how those that sit aloft
Mishap doth threaten most of all.

29 He gave the tar a piece of gold,
And with a flag of truce commanded
He should be shipped to England old,
And safely landed.

30 'Twere long to tell what steeds gave o'er.

77. Complex Sentences containing Noun Clauses
used as (1) Subjects, (2) Appositives, and (3) Objects
of Prepositions, are analyzed as follows:—

EXAMPLE 1:—*That you have wronged me doth appear in this.*

Complex Declarative Sentence.

{ Subject, *That you have wronged me* (noun clause)
 { Predicate Verb, *doth appear*
 { Modifier of Verb, *in this* (adverbial phrase)

Noun Clause, <i>That you have wronged me</i> introduced by <i>that</i> (sub- ordinate conjunction)	Subject, <i>you</i> Predicate Verb, <i>have</i> <i>wronged</i> Complement, <i>me</i> (direct object)
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EXAMPLE 2:—It entereth not his thoughts
That God heareth the sufferer's groan.

Complex Declarative Sentence.

Principal Proposition, *It entereth not his thoughts* { Subject, *It*
 { Predicate Verb, *entereth*
 { Complement, *thoughts* (direct object)
 { Modifier of Predicate, *not* (adverb)
 { Modifier of Complement, *his* (adjective modifier)
 { Noun Clause in Apposition with Subject, *that . . . groan*

Noun Clause in Apposition, *that God heareth the sufferer's groan* introduced by *that* (subordinate conjunction) { Subject, *God*
 { Predicate Verb, *heareth*
 { Complement, *groan* (direct object)
 { Modifiers of Complement, *sufferer's, the* (adjective modifiers)

EXAMPLE 3:—Guide my lonely way
To where yon taper cheers the vale.

Complex Declarative Sentence.

Principal Proposition, *Guide my lonely way* { Subject, *you* (understood)
 { Predicate Verb, *guide*
 { Complement, *way* (direct object)
 { Modifiers of Complement, *my, lonely* (adjective modifiers)
 { *To . . . vale* is an adverbial modifier of *way* consisting of the preposition *to* and its object the noun clause, *where . . . vale*

Noun Clause, <i>where yon taper cheers the vale</i>	Subject, <i>taper</i>
	Predicate Verb, <i>cheers</i>
introduced by adverb <i>where</i>	Complement, <i>vale</i> (direct object)
	Modifier of Subject, <i>yon</i>
	Modifier of Verb, <i>where</i>
	Modifier of Complement, <i>the</i>

Exercise 54. Analyze according to the models given in (65) and (77) the sentences in Exercise 53.

CHAPTER V

THE PRONOUN

78. A **Pronoun** is a word used instead of a **Noun**. Pronouns may be classified as (1) **Personal**, (2) **Interrogative**, (3) **Relative**, (4) **Adjective**.

79. **Personal Pronouns** are of the First Person when they represent the speaker; of the Second Person when they represent the person spoken to; and of the Third Person when they represent a person or thing spoken of. The forms are as follows:—

FIRST PERSON	SECOND PERSON	THIRD PERSON
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Singular Number

	Poetic Form	Common Form	Mascu-line	Femi-nine	Neu-ter
Nom. I	thou	you	he	she	it
Poss. my, mine	thy, thine	your, yours	his	her, hers	its
Obj. me	thee	you	him	her	it

Plural Number

Nom. we	ye	you	they
Poss. our, ours	your, yours	your, yours	their, theirs
Obj. us	you	you	them

80. The **Case constructions** of Personal Pronouns are the same as those of Nouns, and the **Parsing** follows the same forms (74).

Exercise 55. *In the following sentences, find the personal pronouns and parse them, giving in each case the person, number, gender, and syntax or case construction:—*

- 1 Life! I know not what thou art,
But know that thou and I must part;
And when or how or where we met,
I own to me's a secret yet.
- 2 The victor stood beside the spoil, and by the grinning
dead:
“The land is ours, the foe is ours, now rest, my men,”
he said.
But while he spoke there came a band of footsore,
panting men:
“The latest prisoner, my lord, we took him in the
glen,
And left behind dead hostages that we would come
again.”
- 3 'Tis the voice of a sluggard; I heard him complain,
“You have waked me too soon; I must slumber
again”;
As the door on its hinges, so he on his bed
Turns his sides, and his shoulders, and his heavy
head.
- 4 Fair daffodils, we weep to see
You haste away so soon;
As yet the early-rising sun
Has not attain'd his noon.
- 5 They say that in his prime,
Ere the pruning-knife of Time
Cut him down,
Not a better man was found
By the crier in his round
Through the town.
- 6 “Well,” cried he, “Emperor, by God's grace,
We've got you Ratisbon!

The Marshal's in the market-place,
 And you'll be there anon
 To see your flag-bird flap his vans
 Where I, to heart's desire,
 Perch'd him!" The chief's eye flash'd; his plans
 Soar'd up again like fire.

7 O Blackbird, sing me something well:
 While all the neighbors shoot thee round,
 I keep smooth plats of fruitful ground,
 Where thou may'st warble, eat, and dwell.

8 We say our hearts are great, and cannot yield;
 Because they cannot yield, it proves them poor.

9 Thou Child of Joy,
 Shout round me, let me hear thy shouts, thou happy
 shepherd-boy!

10 Yet, O my friend, I will not have thee die.
 Ask me no more, lest I should bid thee live.

81. Compound Personal Pronouns end in *self* or *selves*, and have two uses: (1) for **Emphasis**, in apposition with a noun or pronoun either Nominative or Objective; (2) as **Reflexive Object** of a verb or preposition, denoting the same person or thing as the subject: as,

1 To the worker God *himself* lends aid.
 2 Suit *thyself* to the estate in which thy lot is cast.

Exercise 56. *In the following sentences, give the case of each of the compound personal pronouns and tell whether the use is reflexive or emphatic:—*

1 Himself from God he could not free.
 2 I had as lief not be as live to be.
 In awe of such a thing as I myself.
 3 Things bad begun make strong themselves by ill.

Possessives, and may be in the Nominative Case as subject or predicate noun, or in the Objective Case as object of a verb or preposition: as,

- 1 The doctrine is not *mine*.
- 2 My lord, I have remembrances of *yours*.

Note: In poetry, *mine* and *thine* are used as ordinary possessives before a noun beginning with a vowel: as, "Mine eyes have seen the glory of the coming of the Lord."

Exercise 57. *In the following exercise, find the absolute possessive pronouns and explain the case of each:—*

14 I cry thee mercy;
There is thy purse to cure that blow of thine.
15 The effect of my intent is to cross theirs.
16 The better days of life were ours;
 The worse can be but mine.
17 This one is hers, and this—
 The marble next it—his.
18 Yea, by this precious sign,
 Shall sleep most sweet be mine.
19 Theirs not to reason why;
 Theirs but to do and die.
20 Only the perfect hour is mine to know.

83. An **Interrogative Pronoun** is a pronoun used to ask a question. The Interrogative Pronouns are: (1) *who?* (2) *which?* (3) *what?*

Note: *Who* has *whose* in the Possessive and *whom* in the Objective in both Singular and Plural. *Which* and *what* are not declined.

84. An Interrogative Pronoun may be part of a **Direct Question** giving the exact words of the speaker, or part of an **Indirect Question** which *represents* the words of the speaker, sometimes with changes either in the words themselves or in the position of the words: as,

1 *Which* of you hath done this?
2 Tell me *who sail the seas*?

Note 1: The Indirect Question is always a Subordinate Clause depending on a verb of *asking*, *demanding*, etc.

Note 2: The Parsing of the Interrogative Pronoun has the same forms as that of the noun (74).

Exercise 58. *In the following sentences, find the interrogative pronouns and explain the case of each:—*

- 1 Who is Sylvia? what is she,
That all our swains commend her?
- 2 Which of you looks for a service free?
- 3 And what have kings, that privates have not too?
- 4 What shall my gift be to the dead one lying
Wrapt in the mantle of her mother earth?
- 5 Who is he that cometh, like an honored guest?
- 6 Oh, who is that who moans without?
- 7 What's your boy's name, good wife,
And in what good ship sail'd he?
- 8 Ship, to the roadstead rolled,
What dost thou?
- 9 Who art thou, so fast adrift?
- 10 Which is the properest day to drink?
Saturday, Sunday, Monday?
- 11 What is the word that, over and over,
Sings the scythe to the flowers and grass?
- 12 England! what shall men say of thee,
Before whose feet the lands divide?
- 13 "What are the bugles blowin' for?" said Files-on-
Parade.
- 14 O stranger, ask not whose grave I am!
- 15 What's done we partly may compute,
But know not what's resisted.
- 16 I am His Highness' dog at Kew;
Pray tell me, sir, whose dog are you?
- 17 For myself I'm in hopeless doubt
As to why we were there, who on earth we were,
And what this is all about.
- 18 What's Yarrow but a river bare?
- 19 But which was she, brunette or blonde?
- 20 I know not of what we ponder'd.

85. A Pronoun which refers to a preceding noun or pronoun, called the Antecedent, and also connects a subordinate clause with the Antecedent, is a **Relative**

Pronoun. The Relative Pronouns are: (1) *Who*, (2) *Which*, (3) *What*, (4) *That*, (5) *As*.

Note 1: *Who* is declined like the Interrogative (83); *which* has *whose* in the Possessive and *which* in the Objective in both Singular and Plural. The other pronouns are indeclinable.

Note 2: The Pronouns formed by adding *ever* and *soever* to the forms of *who*, *which*, and *what* are called Compound Relative Pronouns.

Note 3: *As* is a Relative Pronoun after *same* and *such*, and occasionally (117) with a clause as its Antecedent: as, "Unto bad causes swear *such* creatures as men doubt." *But* is sometimes equivalent to *that not* or *who not*: as,

"I never knew another man on earth
But had some joy and solace in his life."

Exercise 59. *In the following sentences, find the relative pronouns and the antecedent to which each relates:—*

- 1 He makes no friend that never made a foe.
- 2 The long-remember'd beggar was his guest,
Whose beard, descending, swept his aged breast.
- 3 " 'Tis some poor fellow's skull," said he,
" Who fell in the great victory."
- 4 Nature is but the name for an effect
Of which the cause is God.
- 5 They change their skies above them,
But not their hearts that roam.
- 6 My never-failing friends are they,
With whom I converse day by day.
- 7 An elective system was introduced into Harvard and
other colleges whose principles were diametrically opposed
to those which had formerly prevailed.
- 8 And will your mother pity me,
Who am a maiden most forlorn?

- 9 And they were stronger hands than mine
That digg'd the ruby from the earth.
- 10 Three were in a dungeon cast
Of whom this wreck is left the last.
- 11 'Tis not the grapes of Canaan that repay,
But the high faith that failed not by the way.
- 12 A street there is in Paris famous
For which no rhyme our language yields.
- 13 Too low they build who build beneath the stars.
- 14 We would not die in that man's company
That fears his fellowship to die with us.
- 15 The south wind searches for the flowers,
Whose fragrance late he bore,
And sighs to find them in the wood
And by the stream no more.
- 16 That orbèd maiden with white fire laden
Whom mortals call the moon,
Glides glimmering o'er my fleece-like floor
By the midnight breezes strewn.
- 17 Happy the man whose wish and care
A few paternal acres bound.
- 18 And that they know full well
That gave me public leave to speak of him.
- 19 He would be a rash man who should say he understood Abraham Lincoln.
- 20 And some will dance an age or so
Who came for half a minute.
- 21 They follow an adventurer whom they fear and obey
a power which they hate.
- 22 The parson came, a man austere
The instinct of whose nature was to kill.
- 23 He is the freeman whom the truth makes free.
- 24 Tears, such as angels weep, burst forth.
- 25 Know you no song, the true growth of your soil,
That gives the manners of your countrywomen?
- 26 The bells cannot ring it, but long years, O bring it!
Such as I wish it to be.

27 That indulgent view of mankind which I have already mentioned is strengthened by this wish to get amusement out of everything.

28 The notice which you have been pleased to take of my labors, had it been early, had been kind.

29 Let me have men about me that are fat;
Sleek-headed men, and such as sleep o' nights.

30 There breathes not any clansman of thy line
But would have given his life for thine.

86. The Relative Pronoun *what* takes the place of a relative with a Neuter Antecedent and is equivalent to *the thing which*. The Relatives *who*, *which*, *that*, and *as* connect Adjective Clauses relating to the Antecedent (85), while *what* introduces Noun Clauses: as,

What he has he gives.

Note: Some grammarians make *what* equivalent to *that which*, using *that* as the Antecedent in the principal proposition and *which* as the Connective of the subordinate adjective clause.

87. The Compound Relative Pronouns, *whoever*, *whoso*, *whichever*, *whatever*, etc., have, like *what* (86), the functions of both Antecedent and Relative. They are called Indefinite Relative Pronouns and introduce Noun Clauses.

Note: *Who*, *which*, and *what* when used in the sense of *whoever*, *whichever*, and *whatever* are Indefinite Relatives and introduce Noun Clauses: as, “*Who steals my purse steals trash.*”

Exercise 60. *In the following sentences, explain the use of each of the noun clauses introduced by the relative *what* or by an indefinite relative pronoun:—*

- 1 Whatever is calculated to affect the imagination with these commanding ideas must have the same power over all men.
- 2 Whoso loveth wisdom rejoiceth his father.
- 3 I dare do all that may become a man;
Who dares do more, is none.
- 4 Careless we heard what now I hear—
The wild blast sighing deep and drear.
- 5 Whom the gods love, die young.
- 6 The board was expected to make itself thoroughly acquainted with whatever concerned the colonies.
- 7 Nothing is
But what is not.
- 8 Whoe'er has traveled life's dull round,
Where'er his stages may have been,
May sigh to think he still has found
The warmest welcome at an inn.
- 9 For forms of government let fools contest;
Whate'er is best administered is best.
- 10 Who combats bravely is not therefore brave.
- 11 We are distracted by what we know.
- 12 Whoso diggeth a pit shall fall therein.
- 13 We are more sensible of what is done against custom than against Nature.
- 14 Who drives the horses of the sun
Shall lord it but a day.
- 15 Whoever is in a hurry shows that the thing he is about is too big for him.
- 16 Who gives himself with his alms feeds three,
Himself, his hungering neighbor, and me.
- 17 Whatever pleases you in others will in general please them in you.
- 18 Macaulay said of Horace Walpole that whatever was little seemed to him great and whatever was great seemed to him little.

19 What is excellent,
 As God lives, is permanent.
20 No man can lose what he never had.

88. The **Relative Pronoun** is often omitted when it is the Object of a verb or of a preposition: as,

1 Send forth the best-[that] ye breed.
2 This a heart [that] the Queen leant on.

Exercise 61. *In the following sentences, supply the omitted relatives and tell the case of each:—*

1 We tread the paths their feet have worn.
2 The ground I walked on felt like air.
3 Those cobwebs we spun with
 Are beaded with dew.
4 Where are the secrets it knew?
5 The road she chose to-day was run
 A hundred years ago.
6 Sad are the songs we sing,
 Tears that we shed,
 Empty the gifts we bring,
 Gifts to the dead.
7 The lark above our heads doth know
 A heaven we see not here below.
8 I am going a long way
 With these thou seest.
9 Who help'd me to gold I spent since?
10 This is a spray the bird clung to,
 Making it blossom with pleasure.
11 But the words she uttered that day
 Nor fire could burn nor water drown.
12 And the names he loved to hear
 Have been carved for many a year
 On the tomb.
13 Damsel,
 The champion thou hast brought from Art

14 How fading are the joys we dote upon!

15 He is a brave discoverer of climes his elders do not know.

16 And she I cherished turned her wheel
 Beside an English fire.

17 Regions Cæsar never knew
 Thy posterity shall sway.

18 Strange to me now are the forms I meet
 When I visit the dear old town.

19 The wind has a language I would I could learn.

20 We better love the hardy gift
 Our rugged vales bestow.

89. The **Parsing of the Relative Pronoun** should include the following points: (1) **Class**: whether simple or compound; (2) **Agreement** with the Antecedent in person, number, and gender; (3) **Construction or Syntax**: case, which depends on whether the pronoun acts as subject, object, or possessive modifier in the subordinate clause.

EXAMPLE:—He needs no aid *who* doth his lady's will.

Who is a simple relative pronoun, agreeing with its antecedent *He* in third person, singular number, masculine gender. It is in the nominative case, subject of the verb *doth*.

Note: *That* is always a Relative Pronoun when some form of *who* or *which* can be substituted for it.

Exercise 62. *Parse in accordance with the model given above the relative pronouns in Exercise 59.*

90. The uses of *what* as a **Pronoun** may be summarized as follows: (1) Interrogative in a direct question; (2) Interrogative in an indirect question (84);

(3) Relative, equivalent to *the thing which* (86); Indefinite Relative, equivalent to *whatever* (87). In all except the first use, *what* introduces Noun Clauses: as,

- 1 *What* are the wild waves saying?
- 2 And then they asked *what we had won*.
- 3 *What can't be cured* must be endured.
- 4 Let us do *what we can* with courage and resolution.

Note: *What* may be used as an Adverb with Interrogative force: as, "Ah, *what* avails the sceptred race?"

Exercise 63. *Explain the use of what in each of the following sentences:—*

- 1 What did the other children do,
And what were childhood, wanting you?
- 2 What's come to perfection perishes.
- 3 What will it help you that once you were strong?
- 4 'Tis not what man does which exalts him, but what man would do.
- 5 Had what they sang and drew more worth?
- 6 What are these so withered and so wild in their attire
That look not like the inhabitants o' the earth
And yet are on't?
- 7 The earth has drunk the vintage up;
What boots it patch the goblet's splinters?
- 8 Oh, what shall shameful peace avail?
- 9 Souls to souls can never teach
What unto themselves was taught.
- 10 What's in a name?
- 11 What here was kindled first—the same makes far
Atlantis bright.
- 12 Long were to tell what I have done.
- 13 What can ennoble sots or slaves or cowards?
Alas! not all the blood of all the Howards.

14 Know'st thou what wove yon woodbird's nest
Of leaves and feathers from her breast?

15 What is the little one thinking about?

16 What I aspired to be,
And was not, comforts me.

17 What is a man profited, if he shall gain the whole
world and lose his own soul?

18 What was good shall be good, with for evil so much
good more;
On the earth the broken arcs; in the heaven, a
perfect round.

19 What have I done for you?

20 What we gave, we have;
What we spent, we have;
What we left, we lost.

91. Adjective Pronouns are words which may be either Adjectives or Pronouns, according to their use. As Adjectives, they modify nouns (94); as Pronouns they stand *instead of* nouns. Adjective Pronouns are divided into three classes: (1) **Demonstratives**, (2) **Distributives**, (3) **Indefinites**.

Note 1: The Demonstrative Pronouns are *this*, *that*, *these*, *those*, *the former*, *the latter*, *the same*, *such*: as, “*This* was the noblest Roman of them all!”

Note 2: The Distributive Pronouns are *each*, *either*, and *neither*.

Note 3: The chief Indefinite Pronouns are *some*, *any*, *aught*, *other*, *another*, *several*, *all*, *one*, *none*, *few*, *many*.

Note 4: The Pronoun *one* has a Possessive, *one's*, and a Plural, *ones*; *other* has a Possessive, *other's*, and a Plural, *others*; *another* has a Possessive, *another's*.

Note 5: *Each other*, *no other*, *one another* are usually parsed as Compound Indefinite Pronouns.

Exercise 64. *Find the adjective pronouns in the following sentences and tell the class of each:—*

- 1 That's the tale.
- 2 Few, few shall part where many meet.
- 3 This grew; I gave commands.
- 4 If such there breathe, go, mark him well!
- 5 These are thy glorious works, Parent of Good.
- 6 For many are called, but few are chosen.
- 7 All are scattered now and fled;
Some are married, some are dead.
- 8 Lepidus flatters both,
Of both is flatter'd; but he neither loves,
Nor either cares for him.
- 9 And both thy brethren are in Arthur's court,
Albeit neither lov'd with that full love
I feel for thee.
- 10 A bad author deserves better usage than a bad critic; a man may be the former merely through the misfortune of want of judgment, but he cannot be the latter without both that and an ill temper.
- 11 Some there be that shadows kiss;
Such have but a shadow's bliss.
- 12 But all have prices,
From crowns to kicks, according to their vices.
- 13 Some hae meat and canna eat,
And some would eat that want it.
- 14 The women pardoned all except her face.
- 15 Some write their wrongs in marble.
- 16 We see time's furrows on another's brow
And death intrenched, preparing his assault.
- 17 Others apart sat on a hill retired.
- 18 By happy chance we saw
A twofold image: on a grassy bank
A snow-white ram, and in the crystal flood
Another and the same.

19 Who is this that darkeneth counsel by words without knowledge?

20 All that a man hath will he give for his life.

92. The Parsing of the Adjective Pronoun should include the following points: (1) Class: whether demonstrative, distributive, or indefinite; (2) Person; (3) Number and Gender (determined by the noun which the pronoun represents); (4) Construction or Syntax: case and the reason for the case.

EXAMPLE:—*Some* are born great.

Some is an indefinite adjective pronoun, of the third person, plural number, and masculine gender. It is in the nominative case, subject of the verb *are*.

Exercise 65. Parse the adjective pronouns in Exercise 64.

Exercise 66. Find the pronouns in the following sentences and tell in each case whether the pronoun is personal, interrogative, relative, or adjective:—

- 1 Below lies one whose name was traced in sand;
He died, not knowing what it was to live.
- 2 But all that I could think of, in the darkness and
the cold,
Was just that I was leaving home and my folks were
growing old.
- 3 Some place their bliss in action, some in ease;
Those call it pleasure, and contentment these.
- 4 He might ha' been that, and he might ha' been this;
But they love and they hate him for what he is.
- 5 O end to which our currents flow,
Inevitable sea,
To which we flow, what do we know,
What do we guess of thee?

6 Here lies our good Edmund, whose genius was such,
We scarcely can praise it or blame it too much.

7 This is the word that year by year,
While in her place the school is set,
Every one of her sons must hear,
And none that hears it dares forget.

8 For this is he
Was great by land as thou by sea;
His foes were thine; he kept us free.

9 This is the chapel; here, my son,
Your father thought the thoughts of youth
And heard the tones that one by one
The touch of life has turned to truth.

10 There's not the smallest orb that thou behold'st
But in his motion like an angel sings.

11 Two voices are there; one is of the sea,
One of the mountains; each a mighty voice.

12 Would I fain in my impotent yearning do all for
this man,
And dare doubt He alone shall not help him, who
yet alone can?

13 What I love best in all the world
Is a castle, precipice-encurled,
In a gash of the wind-grieved Apennine.

14 Who breathes must suffer, and who thinks must
mourn,
And he alone is blest who ne'er was born.

15 One woe doth tread upon another's heel,
So fast they follow.

16 Nothing in his life
Became him like the leaving it; he died
As one that had been studied in his death
To throw away the dearest thing he owed,
As 'twere a careless trifle.

17 But man, proud man,
Drest in a little brief authority,
Most ignorant of what he's most assured,

His glassy essence, like an angry ape,
Plays such fantastic tricks before high heaven
As make the angels weep.

18 Here lies one who never drew
Blood himself, yet many slew.

19 It is an old fable that love is blind. But I think there are no eyes so sharp as those of lovers. I am sure there is not a shade upon Prue's brow that I do not instantly remark, nor an altered tone in her voice that I do not instantly observe.

20 But none of us remember all the benefits we owe him; they have come one by one, one driving out the memory of the other: it is only when we come to examine them all together, as the writer has done, who has a pile of books on the table before him—a heap of personal kindnesses from George Cruikshank (not presents, if you please, for we bought, borrowed, or stole every one of them)—that we feel what we owe him.

CHAPTER VI

THE ADJECTIVE

93. An **Adjective** is a word used to modify the meaning of a noun or a noun equivalent. Adjectives may be classified as: (1) **Descriptive**; (2) **Demonstrative**; (3) **Indefinite**; (4) **Distributive**; (5) **Numerical**; (6) **Interrogative**; (7) **Relative**.

Note 1: A Descriptive Adjective expresses some quality of the thing spoken of: as, "I have reached the *highest* point of all my glory."

Note 2: Participial Adjectives (52) and Proper Adjectives (derived from Proper Nouns) may be classified as Descriptive Adjectives: as, "Tennyson made the *Arthurian* legend the subject of an epic cycle."

Note 3: Adjectives used as complements of Intransitive and Passive Verbs may refer to noun clauses or phrases used as subjects: as, "To be weak is *miserable*."

Note 4: The Adjectives *like* and *near* are followed by nouns or pronouns in the Objective Case after *to* understood.

Note 5: An Adjective preceded by *the* may become a Noun: as, "None but the *brave* deserves the *fair*."

Exercise 67. *In the following sentences, find the descriptive adjectives and tell to what each relates:—*

- 1 Faint and fainter sounds the flute.
- 2 Yet beautiful and spacious
The wise old world appears.

- 3 No longer leave thy wistful flock unfed.
- 4 Death, be not proud, though some have called thee
Mighty and dreadful, for thou art not so.
- 5 Nothing useless is, or low,
Each thing in its place is best.
- 6 In his chamber, weak and dying,
Was the Norman baron lying.
- 7 Sounds of the village grow stiller and stiller,
Stiller the notes of the birds on the hill ;
Dusty and dim are the eyes of the miller,
Deaf are his ears with the moil of the mill.
- 8 Blinking embers, tell me true,
Where are those armies marching to,
And what the burning city is
That crumbles in your furnaces.
- 9 There dwells a loved one,
But cruel is she !
She left lonely forever
The kings of the sea.
- 10 He sinks into thy depths with bubbling groan,
Without a grave, unknell'd, uncoffin'd, and unknown.
- 11 August next, with cider mellow,
Laughs from out the poppied corn.
- 12 How sweet it were, hearing the downward stream,
With half-shut eyes ever to seem
Falling asleep in a half-dream.
- 13 With pipe and flute the rustic Pan
Of old made music sweet for man.
- 14 For there was Milton like a seraph strong,
Beside him Shakespeare bland and mild ;
And there the world-worn Dante grasp'd his song,
And somewhat grimly smiled.
And there the Ionian father of the rest ;
A million wrinkles carved his skin.
- 15 Heaven's ebon vault,
Studded with stars unutterably bright,

Through which the moon's unclouded grandeur rolls,
Seems like a canopy which heaven has spread
To curtain her sleeping world.

16 If the above account be correct, the tyranny of the majority is no longer a blemish on the American system, and the charges brought against democracy from the supposed example of America are groundless.

17 Under the stone you behold,
Buried, and coffin'd, and cold,
Lieth Sir Wilfrid the bold.

18 Poor, reckless, rude, low-born, untaught,
Bewilder'd and alone,
A heart with English instinct fraught
He yet can call his own.

19 On her cheek an autumn flush
Deeply ripen'd;—such a blush
In the midst of brown was born,
Like red poppies grown with corn.

20 Mild is the parting year, and sweet
The odor of the falling spray;
Life passes on more rudely fleet,
And balmless is its closing day.

94. Demonstrative, Indefinite, and Distributive Adjectives have the forms of the corresponding classes of Pronouns, but are used *with* Nouns, to modify their meaning: as,

And be *these* juggling fiends no more believed!

Note 1: *Every* and *no* are used as Adjectives only; *none* is always a Pronoun.

Note 2: Numeral Adjectives denote number and are classified as: (1) Cardinals: *one, two, etc.*; (2) Ordinals: *first, second, etc.*; Multiplicatives: *once, twice, etc.* The words *pair, dozen, hundred, thousand, and million*, which

are preceded by *a* and take a plural are usually parsed as Nouns, the preposition *of* being understood after them.

Note 3: *Which*, *what*, *whichever*, and *whatever* may be used as Relative Adjectives: as, "It mattered not *what* party was uppermost, the Vicar of Bray held fast to his living." *Which* and *what* are used as Interrogative Adjectives both in direct and in indirect questions: as, "What cat's averse to fish?"

Note 4: The Articles *the*, and *a* or *an*, are usually parsed as adjectives: *the* is the Definite Article; *a* or *an* the Indefinite.

Note 5: The Adjectives *this* and *that* have, as Plurals, *these* and *those* respectively.

Exercise 68. *Find the adjectives in the following sentences and tell the class of each:—*

- 1 Give him another hope, to betray him to another punishment.
- 2 He's a present for any emperor that ever trod.
- 3 All men are not alike, alas! good neighbor.
- 4 Out of this nettle, danger, we pluck the flower, safety.
- 5 Those wicked creatures yet do look well-favored
When others are more wicked.
- 6 They flock together in consent like so many wild geese.
- 7 Few pence are better than none.
- 8 She will mix these pleasures up
Like the fit wines in a cup,
And thou shalt quaff it:—thou shalt hear
Distant harvest-carols clear:
Rustle of the reapèd corn;
Sweet birds antheming the morn.
- 9 Every night my prayers I say,
And get my dinner every day.
- 10 Full twenty times was Peter feared,
For once that Peter was respected.

11 As I meddle with no theory, I do not absolutely assert the impracticability of such a representation.

12 He sings several times faster than you'll tell money.

13 Thy fate is the common fate of all;
 Into each life some rain must fall.

14 So to the Gate of the three Queens we came,
 Where Arthur's wars are render'd mystically,
 And thence departed everyone his way.

15 What dwarfs are men!

16 I'll forgive you
 Whatever torment you do put me to.

17 'Tis not his wont to be the hindmost man,
 Whate'er occasion keeps him from us now.

18 If I discovered not which way she was gone,
 It was my instant death.

19 The duke knows him for no other but a poor officer
 of thine.

20 Gillian's dead: God rest her bier!
 How I loved her twenty years syne!

95. The Inflection (14) or change which Adjectives undergo to express degree is called **Comparison**. There are three degrees of Comparison: the Positive, which is the simple form of the Adjective; the Comparative, formed by adding **-er** or by prefixing the adverb *more* to the Positive; the Superlative, formed by adding **-est** or by prefixing the adverb *most* to the Positive.

Note 1: The following Adjectives are irregularly compared: *good* or *well*, *better*, *best*; *bad* or *ill*, *worse*, *worst*; *little*, *less* or *lesser*, *least*; *much* or *many*, *more*, *most*; *old*, *older* or *elder*, *oldest* or *eldest*; *late*, *later* or *latter*, *latest* or *last*; *far*, *farther*, *farthest*; *near*, *nearer*, *nearest* or *next*.

Note 2: *Further*, *inner*, *outer*, *upper*, and *former* have a Superlative, but no Positive in common use.

Exercise 69. In the following sentences, tell the degree of each adjective and state whether the comparison is regular or irregular:—

- 1 What can they see in the longest kingly line in Europe save that it runs back to a successful soldier?
- 2 Heard melodies are sweet, but those unheard Are sweeter; therefore, ye soft pipes, play on.
- 3 The good are better made by ill; As odors crushed are sweeter still.
- 4 Mourn for the man of amplest influence, Yet clearest of ambitious crime.
- 5 Why will ye spur so fast to die? Be wiser ere the night go by.
- 6 I am just two years younger than Your Majesty's happy reign.
- 7 "There is now less flogging in our schools than formerly," said Dr. Johnson, "but then less is learned there."
- 8 But he is risen, a later star of dawn.
- 9 Here was a type of the true elder race.
- 10 He adorned whatever subject he either spoke or wrote upon, by the most splendid eloquence.
- 11 The melancholy days are come, the saddest of the year.
- 12 The religion most prevalent in our northern colonies is a refinement on the principles of resistance.
- 13 'Tis you must dig with mattock and with spade, And pierce the inmost center of the earth.
- 14 That's the worst tidings that I hear of yet.
- 15 Turn up on your right hand at the next turning.
- 16 I am more serious than my custom.
- 17 My poor country
Shall have more vices than it had before.
- 18 Lead the way without more talking.
- 19 Even in the bluest noonday of July
There could not run the smallest breath of wind
But all the quarter sounded like a wood.

20 And he that breaks them in the least degree,
Stands in attainder of eternal shame.

96. The **Parsing** of the **Adjective** should include the following points: (1) Class: whether descriptive, demonstrative, etc.; (2) Comparison: whether regular or irregular; (3) Construction or Syntax: what noun or noun-equivalent the adjective modifies.

Note: Predicate Adjectives relate to the subject; Attributive Adjective Complements relate to the object (26).

EXAMPLE:—The homely beauty of the *good* old cause
Is gone.

Good is a descriptive adjective, irregularly compared: *good, better, best*. It is used to modify the noun *cause*.

Exercise 70. Parse according to the model given above the adjectives in Exercises 67 and 69.

97. *Each, every, either, and neither*, whether used as Pronouns (91) or as Adjectives, are referred to by **Pronouns in the Singular**: as,

Each thought on the woman who loved *him* the best.

Note: *None* is generally used with a Singular Pronoun.

Exercise 71. In the following sentences account in each case for the number of the personal pronouns referring to each, either, some, few, every, none, such:—

- 1 England expects every man to do his duty.
- 2 To each his sufferings, all are men.
- 3 Aye, none shall nail so high his name,
 Time will not tear it down.
- 4 Some lead a life unblamable and just;
 Their own dear virtue their unfailing trust.
- 5 Every herring should hang by its own head.
- 6 But each for the joy of the working, and each in his
 separate star,

Shall draw the Thing as he sees it for the God of
Things as they are.

- 7 A few can touch the magic string,
And noisy fame is proud to win them.
- 8 If such there breathe, go, mark him well!
- 9 Look round the habitable world; how few
Know their own good, or, knowing it, pursue.
- 10 You seem to understand me,
By each her choppy finger laying
Upon her skinny lips.
- 11 Let every eye negotiate for itself .
And trust no agent.
- 12 All these owe their estates unto him.
- 13 Limit each leader to his several charge.
- 14 Every bullet has its billet.
- 15 Few there are who have either had or could have
such a loss, and yet fewer who carried their love and
constancy beyond the grave.
- 16 Each is strong, relying on his own, and each is
betrayed when he seeks in himself the courage of others.
- 17 Remember every man He made
Is different; has his deed to do.
- 18 To each they offer gifts after his will.
- 19 We would be buried in a coffin, we;
For each her own.
- 20 Live while you live, the sacred preacher cries,
And give to God each moment as it flies.

98. Adjective Phrases may be Infinitive (47),
Participial (52), or Prepositional in form (110). In
structure they may be Simple, Complex (62), or Com-
pound (119).

Exercise 72. *In the following sentences find the
adjective phrases and tell whether each phrase is infinitive,
participial, or prepositional:—*

- 1 Unfaith in aught is want of faith in all.
- 2 These shall show thee treasure hid,
Thy familiar fields amid.
- 3 But is there for the night a resting-place?
- 4 Shut in from all the world without,
We sat the clean-winged hearth about.
- 5 Nerve us with the courage of lost comrades.
- 6 God alone has power to aid him.
- 7 We have no one to blame but ourselves.
- 8 Push off, and sitting well in order smite
The sounding furrows; for my purpose holds
To sail beyond the sunset, and the baths
Of all the western stars, until I die.
- 9 O, I see thee old and formal, fitted to thy petty part,
With a little hoard of maxims preaching down a
daughter's heart.
- 10 Announced by all the trumpets of the sky,
Arrives the snow, and, driving o'er the fields,
Seems nowhere to alight.
- 11 But we have feet to scale and climb
By slow degrees, by more and more,
The cloudy summits of our time.
- 12 Quickness of response by muscle to will is one of
the chief aims in athletics.
- 13 Through this dark and stormy night
Faith beholds a feeble light
Up the blackness streaking.
- 14 Why, what hope or chance have ships like these
to pass?
- 15 And all I remember is, friends flocking round
As I sat with his head 'twixt my knees on the
ground.
- 16 The first poet to praise an American flower was
Bryant, in his musical lines on *The Yellow Violet*.
- 17 And I knew that of all this rushing of urgent sound,
That I so clearly heard,

The green young forest of saplings clustered round
Was heeding not one word.

18 He left on whom he taught the trace
Of kinship with the deathless dead,
And faith in all the Island Race.

19 Robert Lowell and Whittier have both sung that story, with its honorable mention of the Highland girl whose keen ear caught the sound of the Highland pipes before anyone else in that despairing garrison could hear them.

20 There drew he forth the brand Excalibur,
And o'er him, drawing it, the winter moon,
Brightening the skirts of a long cloud, ran forth
And sparkled keen with frost against the hilt.

99. Adjective Clauses are connected with the Principal Propositions of complex sentences by (1) Relative Pronouns (**85**), or (2) by Conjunctive Adverbs (**105**).

Note: The Conjunctive Adverbs used to connect Adjective Clauses are *when*, *where*, *wherein*, *whereon*, *why*, and *whence*. These adverbs also modify the verb of the Subordinate Clause.

Exercise 73. *Find the adjective clauses in Exercise 59 and tell what word each modifies.*

Exercise 74. *In the following sentences, find the adjective clauses connected with the principal propositions by conjunctive adverbs and tell what noun each modifies:—*

- 1 He hath returned to regions whence he came.
- 2 The waves were white, and red the morn,
In the noisy hour when I was born.
- 3 We leave the well-beloved place
Where first we gazed upon the sky.

- 4 There the historian of the Roman Empire thought of the days when Cicero pleaded the cause of Sicily against Verres.
- 5 In Bruges town is many a street
Whence busy life hath fled.
- 6 The time had already come when Chesterfield had to be taken into the administration again.
- 7 Below the surface of the sky
The dark vault lies wherein we lay.
- 8 And we are here as on a darkling plain
Swept with confused alarms of struggle and flight,
Where ignorant armies clash by night.
- 9 In the place where the tree falleth, there it shall be.
- 10 There are five reasons why men drink.
- 11 'Twas the night before Christmas, when all through the house,
Not a creature was stirring, not even a mouse.
- 12 Night is the time to weep,
To wet with unseen tears
Those graves of memory, where sleep
The joys of other years.
- 13 It was the time when lilies blow,
And clouds are highest up in air.
- 14 And statesmen at her council met
Who knew the seasons when to take
Occasion by the hand.
- 15 This fellow hath broken from some Abbey, where,
God wot, he had not beef and brewis enow.
- 16 The time was now come when such men as Robespierre were to be tried with fire.
- 17 They have all fled back into the impenetrable shade whence they came.
- 18 I have some sport in hand
Wherein your cunning can assist me.
- 19 Infected be the air whereon they ride!
- 20 Then came that supreme hour of the struggle, whose tale has been so often told, when Robespierre turned from

his old allies of the Mountain, and succeeded in shrieking out an appeal to the probity and virtue of the Right and the Plain.

100. Complex Sentences containing **Adjective Clauses** connected by **Relative Pronouns** are analyzed as follows:—

EXAMPLE:—Nothing is here *that means you ill.*

Complex Declarative Sentence.

Principal Proposition, <i>Nothing is here</i>	<table> <tr> <td>Subject, <i>nothing</i></td></tr> <tr> <td>Predicate Verb, <i>is</i></td></tr> <tr> <td>Modifier of Subject, <i>that means you ill</i> (adjective clause)</td></tr> <tr> <td>Modifier of Verb, <i>here</i></td></tr> </table>	Subject, <i>nothing</i>	Predicate Verb, <i>is</i>	Modifier of Subject, <i>that means you ill</i> (adjective clause)	Modifier of Verb, <i>here</i>
Subject, <i>nothing</i>					
Predicate Verb, <i>is</i>					
Modifier of Subject, <i>that means you ill</i> (adjective clause)					
Modifier of Verb, <i>here</i>					
Subordinate Clause, <i>that means you ill.</i> (Connective <i>that</i> , relative pronoun)	<table> <tr> <td>Subject, <i>that</i></td></tr> <tr> <td>Predicate Verb, <i>means</i></td></tr> <tr> <td>Complements, <i>ill</i> (direct object); <i>you</i> (indirect object)</td></tr> </table>	Subject, <i>that</i>	Predicate Verb, <i>means</i>	Complements, <i>ill</i> (direct object); <i>you</i> (indirect object)	
Subject, <i>that</i>					
Predicate Verb, <i>means</i>					
Complements, <i>ill</i> (direct object); <i>you</i> (indirect object)					

Exercise 75. Analyze in accordance with the model given above the complex sentences in Exercises 59 and 61.

101. Complex Sentences containing **Adjective Clauses** connected by **Conjunctive Adverbs** are analyzed as follows:—

EXAMPLE:—I know a bank *where the wild thyme blows.*

Complex Declarative Sentence.

Principal Proposition, <i>I know a bank</i>	{ Subject, <i>I</i> Predicate Verb, <i>know</i> Complement, <i>bank</i> (direct object) Modifiers of Complement, <i>a</i> , and <i>where . . . blows</i> (adjective clause)
Subordinate Clause, <i>where the wild thyme blows</i> . (Connective <i>where</i> , conjunctive adverb)	{ Subject, <i>thyme</i> Predicate Verb, <i>blows</i> Modifiers of Subject, <i>the</i> , <i>wild</i> Modifier of Verb, <i>where</i>

Exercise 76. Analyze in accordance with the model given above the sentences in Exercise 74.

CHAPTER VII

THE ADVERB

102. An **Adverb** is a word used to modify a Verb, an Adjective, or another Adverb. Adverbs are classified according to Use as (1) **Simple**, (2) **Interrogative**, and (3) **Conjunctive**. According to Meaning, they are classified as Adverbs of (1) **Time**, (2) **Place**, (3) **Manner**, (4) **Degree**, (5) **Cause**, (6) **Assertion**.

Note 1: Simple Adverbs merely modify some word in the sentence. Interrogative (103) and Conjunctive Adverbs act as modifiers, but have other uses as well (105).

Note 2: The Introductory Adverb *there* is often used to begin a sentence in which the subject stands after the predicate: as, “*There* was a sound of revelry by night.”

Note 3: *The* is sometimes used as an Adverb before comparatives: as, “*The* more I give to thee, *the* more I have.”

Note 4: Adverbs sometimes modify Prepositional Phrases as a whole: as, “He came *long* before the time.”

Note 5: Many expressions composed of two or more words may be regarded as Phrasal Adverbs: *at once*, *now and then*, *face to face*, *one by one*, etc.

Note 6: Adverbs are compared in the same manner as Adjectives. *Ill*, *well*, *much*, *little*, *near*, *far*, and *late* are irregularly compared like the corresponding Adjectives (95).

Exercise 77. *In the following sentences find the simple adverbs and classify them according to meaning:—*

- 1 Touch us gently, gentle Time!
- 2 The influence of the great nations on one another grows always closer, and makes new national types less likely to appear.
- 3 There is a pleasure in the pathless woods.
- 4 Then loudly cried the bold Sir Bedivere,
“ Ah! my Lord Arthur, whither shall I go?”
- 5 Pour forth and bravely do your part,
O knights of the unshielded heart!
Forth and forever forward!—out
From prudent turret and redoubt,
And in the mellay charge amain,
To fall but yet to rise again!
- 6 Time brought me many a friend
That loved me longer;
New love was kind, but in the end
Old love was stronger.
- 7 The world is too much with us; late and soon,
Getting and spending, we lay waste our powers.
- 8 He singeth loud his godly hymns
That he makes in the wood.
He'll shrieve my soul, he'll wash away
The Albatross's blood.
- 9 Only reapers, reaping early,
In among the bearded barley,
Hear a song that echoes cheerly
From the river winding clearly
Down to tower'd Camelot.
- 10 There is only one cure for the evils which newly acquired freedom produces, and that is freedom.
- 11 He was naturally extremely humorous, and humor in such men will show itself sometimes in playing with things, in the sacredness of which they may believe fully, notwithstanding.
- 12 In their time these were doubtless costly monuments, and reckoned of a very elegant proportion by contemporaries.

13 The less they deserve, the more merit is in your bounty.

14 Full knee-deep lies the winter snow,
And the winter winds are wearily sighing;
Toll ye the church-bell sad and slow,
And tread softly and speak low,
For the Old Year lies a-dying.

15 In and out through the motley rout
That little Jackdaw kept hopping about.

16 Now let us sing, long live the King!
And Gilpin, long live he!
And when he next doth ride abroad,
May I be there to see!

17 The elder I wax, the better I shall appear.

18 He is well paid that is well satisfied.

19 Richard hath best deserved of all my sons.

20 Life could have had of late but little charm for him.

103. Interrogative Adverbs introduce (1) Direct, or (2) Indirect Questions relating to Time, Place, Manner, Degree, or Cause: as,

1 *Where* are the great whom thou wouldest wish to praise thee?

2 Tell me, thou bonny bird,
When shall I marry me?

Exercise 78. Find the interrogative adverbs in the following sentences and tell in each case whether the adverb introduces a direct or an indirect question:—

1 O wherefore come ye forth in triumph from the North?

2 Why should he call me to-night, when he knows that I cannot go?

3 How should I greet thee?

4 Where art thou gone, light-ankled Youth?

5 You ask'd me why the poor complain,
And these have answered thee.

6 Whence be the grapes of the wine-press that ye tread ?

7 Ask me no more where Jove bestows,
When June is past, the fading rose.

8 Ask me no more whither doth haste
The nightingale when May is past.

9 I know not where His islands lift
Their fronded palms in air.

10 What, think you, Beech-tree, makes the Wind delay ?
Why comes he not at breaking of the day ?

11 How many summers, love,
Have I been thine ?

12 Where are the pure, whom thou wouldest choose to
love thee ?

13 Tell me how many beads there are
In a silver chain
Of evening rain
Unravel'd from the tumbling main.

14 When will return the glory of your prime ?

15 Ah, wherefore do we laugh or weep ?

16 Some ask'd me, where the rubies grew ?

17 Dreamer of dreams, born out of my due time,
Why should I strive to set the crooked straight ?

18 Where are the snows of yester-year ?

19 Why should we only toil, the roof and crown of
things ?

20 They tell how much I owe
To thee and Time !

104. Adverbial Phrases are Infinitive (48) or Prepositional. They may modify (1) a Verb, (2) an Adjective, or (3) an Adverb: as,

1 The sun now rose *upon the right*.

2 Pleasures there are how close to *pain* !

3 Too ill he rhymes *to win a name*.

Exercise 79. *Find the adverbial phrases in the following sentences; tell in each case whether the phrase is infinitive or prepositional and state what part of speech it modifies:—*

- 1 Look not thou on beauty's charming.
- 2 O, the Earl was fair to see!
- 3 My days among the dead are past.
- 4 I went to the window to see the sight.
- 5 To my true king I offered free from stain
Courage and faith.
- 6 The king march'd forth to catch us.
- 7 Where is Echo, beheld of no man,
Only heard on river and mere?
- 8 In human nature still
He found more good than ill.
- 9 How prone to doubt, how cautious are the wise!
- 10 A man he was to all the country dear.
- 11 And I must work through months of toil
And years of cultivation,
Upon my proper patch of soil
To grow my own plantation.
- 12 Thro' many an hour of summer suns
By many pleasant ways,
Against its fountain upward runs
The current of my days.
- 13 God hath chosen the foolish things of the world
to confound the wise.
- 14 Be swift to hear, slow to speak, slow to wrath.
- 15 Full merry am I to find my goodly knave
Is knight and noble.
- 16 During long ages the human mind did not ask it-
self—in many parts of the world does not even now ask
itself—questions which seem to us the most obvious.
- 17 But in popular governments this distinction between
ends and means is apt to be forgotten.

18 A man is very apt to complain of the ingratitude of those who have risen far above him.

19 Across the hills and far away
 Beyond their utmost purple rim,
 And deep into the dying day,
 The happy princess follow'd him.

20 It is this solemn and enraptured beauty of symbol and spectacle which in a great Gothic church gives you emotions that in a St. Peter's or a St. Paul's you can seldom know.

105. Conjunctive Adverbs are adverbs used (1) to connect Adjective (99) or Adverbial Clauses with Principal Propositions, and (2) to modify some word in the subordinate clause.

Note 1: The Conjunctive Adverbs used to connect Adverbial Clauses are: *when, whenever, where, wherever, whither, while, and as*.

Note 2: *Before, after, since, and until*, when used as clause-connectives, are usually regarded as Subordinate Conjunctions.

Note 3: In Adverbial Clauses connected by *while* and *though*, the Subject and part of the Verb must often be supplied.

Exercise 80. In the following sentences, find the conjunctive adverbs used to connect adverbial clauses with principal propositions and tell what word each clause modifies:—

- 1 Sit thou still when kings are arming,
 Taste not when the wine-cup glistens,
 Speak not when the people listens.
- 2 But time, which none can bind,
 While flowing fast away, leaves love behind.

- 3 Take off, take off those shoes of pride,
 Carry them whence they came.
- 4 For one and all, or high or low,
 Will lead you where you wish to go.
- 5 While the slumber-web she weaves,
 Never nursling stirs or grieves.
- 6 The swallow stopt as he hunted the bee.
- 7 And Death, whenever he comes to me,
 Shall come on the wild unbounded sea.
- 8 Gather ye roses while ye may.
- 9 Small service is true service while it lasts.
- 10 Just where the tide of battle turns,
 Erect and lonely stood old John Burns.
- 11 When I was sick and lay abed
 I had a pillow at my head.
- 12 Let me die as I have lived.
- 13 When in doubt, do nothing.
- 14 She is not fair to outward view,
 As many maidens be.
- 15 When organized for the promotion of a particular view or proposition, it has, in the United States, three courses open to it.
- 16 When people write hymns of pity for the Queen, we always recall the poor woman whom Arthur Young met, as he was walking up a hill to ease his horse near Mars-le-Tour.
- 17 "Long Live the Republic" was the poor little hero's answer, as a ball pierced his heart.
- 18 While the dawn on the mountain was misty and gray,
 My true-love had mounted his steed and away.
- 19 The rose is fairest when 'tis budding new,
 And hope is brightest when it dawns from fears.
- 20 Where boasting ends, there dignity begins.

106. The **Parsing** of the **Adverb** should include the following points: (1) Class, according to use and

to meaning; (2) Comparison; (3) Construction: what verb, adverb, or adjective the adverb modifies.

EXAMPLE 1:—Heart of my heart, have I done *well*?

Well is a simple adverb of manner, irregularly compared: *well, better, best*. It is used to modify the verb *done*.

EXAMPLE 2:—Where lies the land to which the ship would go?

Where is an interrogative adverb of place, used to modify the verb *lies*.

EXAMPLE 3:—High on the shore sat the great god Pan,
While turbidly flowed the river.

While is a conjunctive adverb of time, used to modify the verb *flowed* and to connect the clause, *while turbidly flowed the river*, with the principal proposition, *High . . . Pan*.

Exercise 81. *Find and parse the adverbs in Exercises 77, 78, and 80.*

107. **Adverbial Clauses** expressing Time, Reason, Condition, Purpose, Result, or Comparison are frequently connected with Principal Propositions by **Subordinate Conjunctions** (118).

Note 1: *Ere, before, after, since, till, and until* denote Time; *because, for, and since* denote Reason; *if and unless* denote Condition; *though and although* denote Concession; *that, lest, and in order that* denote Purpose; *that, following so and such, denotes Result; than denotes Comparison.*

Note 2: Clauses in which *so that* means *in order that* are clauses of Purpose. When *so* is an Adverb of Degree, the *that*-clause expresses Result.

Exercise 82. *In the following sentences, find the adverbial clauses connected by subordinate conjunctions and tell what each clause expresses:—*

- 1 If there were dreams to sell
 What would you buy?
- 2 Her loveliness I never knew
 Until she smiled on me.
- 3 Unless above himself he can erect himself,
 How poor a thing is man!
- 4 I die that France may live!
- 5 Before the word was sped
 For evermore thy goal was won.
- 6 Be wiser ere the night go by.
- 7 Judge of the peoples, spare us yet,
 Lest we forget, lest we forget!
- 8 I pray you send your captains hither,
 That they may speak with me.
- 9 But though they be fain of mastery
 They dare not claim it now.
- 10 But before the morning broke
 She had vanished through the smoke.
- 11 As social distinctions count for less in America, the
 same tendencies are more generally and uniformly diffused
 through all classes.
- 12 I'm sorry that I spelt the word.
- 13 Since the lovely are sleeping,
 Go, sleep thou with them!
- 14 How many verses have I thrown
 Into the fire because the one
 Peculiar word, the wanted most,
 Was irrecoverably lost!
- 15 Dally not before your king,
 Lest he that is the supreme King of kings
 Confound your hidden falsehood.
- 16 Since mine own doors refuse to entertain me,
 I'll knock elsewhere.

17 Most of us are very unsafe hands at estimating evidence, if appeal cannot be made to actual eyesight.

18 A tree must be rooted in the soil before it can bear flowers and fruit.

19 Though thou canst swim like a duck, thou art made like a goose.

20 We do not know, because we have never yet honestly tried, what the common people will or will not respond to.

Exercise 83. In the following sentences, find the adverbial clauses and tell in each case whether the clause expresses purpose or result:—

1 I am so deeply smitten thro' the helm

That without help I cannot last till morn.

2 What prodigal portion have I spent,

That I should come to such penury?

3 Let me rail so high

That the false housewife, Fortune, break her wheel.

4 Upon what meat doth this our Cæsar feed,

That he is grown so great?

5 When the host is near,

Shout aloud that my men may hear.

6 I have so much confidence in the sagacity of the Romans that I should be cautious in criticising their military administration.

7 Bitter shame hath spoil'd the sweet world's taste,

That it yields naught but shame and wretchedness.

8 Defend me from that Welsh fairy, lest he transform me!

9 That he might shake the foundations of these debasing sentiments more effectually, he always selected for himself the boldest literary services.

10 I'll keep him so that he shall not offend you.

11 Take heed, lest by your heat you burn yourselves.

12 The number of readers is at present so great that

a popular author may subsist in comfort and opulence on the profits of his works.

13 I am in blood

Stept in so far, that, should I wade no more,
Returning were as tedious as go o'er.

14 Good fortune came in such a manner that it was almost certain to be abused.

15 Are you so sick, my Queen, you cannot move
To these fair jousts?

16 The characteristic faults of Johnson's style are so familiar to all our readers, and have been so familiar to all our readers, and have been so often burlesqued, that it is almost superfluous to point them out.

17 Treat him with all grace,

Lest he should come to shame thy judging of him.

18 So strong is the perception of what is unreal that it often overpowers all the passions of the mind, and all the sensations of the body.

19 So dear to Heaven is saintly chastity,
That when a soul is found sincerely so,
A thousand liveried angels lackey her.

20 The world is so full of a number of things,
I'm sure we should all be as happy as kings.

108. Adverbial Clauses of Degree are often **Elliptical**. They are introduced by the Subordinate Conjunction *than* or by the Conjunctive Adverb *as*.

Note 1: Clauses introduced by *than* follow a Comparative Adjective or Adverb in the Principal Proposition: as, "Ask some younger lass *than I*" (am young).

Note 2: Clauses of Degree introduced by *as* follow a preceding *as* or *so* which is used to modify an Adjective or an Adverb in the Principal Proposition: as, "He is as true *as* steel" (is true).

Note 3: Clauses introduced by *as if* contain an Ellipsis between *as* and *if*, but, in practice, *as if* is usually regarded as a double connective.

Exercise 84. *Find the elliptical adverbial clauses in the following sentences and supply in each case the words necessary for the grammatical construction:—*

- 1 There are none so deaf as they that will not hear.
- 2 Polished brass will pass upon more people than rough gold.
- 3 Busy, thirsty, curious fly,
 Drink with me and drink as I.
- 4 It is better to wear out than to rust out.
- 5 A good name is rather to be chosen than great riches.
- 6 Not a lord in all the country
 Is so great a lord as he.
- 7 An injury is much sooner forgotten than an insult.
- 8 Man must depart from life as from an inn, not as from a dwelling.
- 9 I will sooner trust the wind with feathers
 Or the troubled sea with pearls
 Than her with anything.
- 10 Better be with the dead,
 Whom we, to gain our peace, have sent to peace
 Than on the torture of the mind to lie
 In restless ecstasy.
- 11 It is easier to write some books than to read them.
- 12 Thy memory lasts both here and there,
 And thou shalt live as long as we.
- 13 Her very frowns are fairer far
 Than smiles of other maidens are.
- 14 The canker-blooms have full as deep a dye
 As the perfumed tincture of the roses.
- 15 I am never less alone than when alone.

16 There is sweet music here that softer falls
Than petals from blown roses on the grass.

17 Freeze, freeze, thou bitter sky,
Thou dost not bite so nigh
As benefits forgot:
Though thou the waters warp,
Thy sting is not so sharp
As friend remembered not.

18 Others knew your worth as well as he.

19 'Tis better to have loved and lost
Than never to have loved at all.

20 Doubtless the pleasure is as great
Of being cheated as to cheat.

21 More like are we to reave him of his crown
Than make him knight because men call him king.

22 A truer sign of breeding than mere kindness is therefore sympathy.

23 His attacks were, in general, directed less against particular abuses than against those deeply-seated errors on which almost all abuses are founded.

24 Spring, summer, autumn, winter,
Come duly, as of old.

25 More things are wrought by prayer
Than this world dreams of.

26 His eyes were grown quite blue again,
As in the happy time.

27 There is no more hazardous enterprise than that of bearing the torch of truth into those infected recesses in which no light has ever shone.

28 I'll teach you how to sing a clearer carol
Than lark that hails the dawn or breezy down.

29 It is surely more important to enjoy a book than to know by what tricks the author makes us enjoy it.

30 Let him not boast who puts his armor on,
As he who puts it off, the battle done.

Exercise 85. *In the following sentences, tell whether the adverbs, when, where, whereon, wherever, why, whither, and how, introduce noun, adjective, or adverbial clauses:—*

- 1 I have known when there was no music in him but the drum.
- 2 Aye, he has traveled whither
A wingèd pilot steered his bark.
- 3 I asked her why she sighed.
- 4 Tell me, how do all from whence he came?
- 5 Where they should have closed and gone forward, the Fore and Aft opened out and skirmished, and where they should have opened out and fired, they closed and waited.
- 6 When the battle went ill, and the bravest were solemn,
Near the dark Seven Pines, where we still held our ground,
He rode down the length of the withering column,
And his heart at our war-cry leapt up with a bound!
- 7 Burly, dozing humble-bee,
Where thou art is clime for me.
- 8 This is the moment when the earliest sunshine creeps through the lattice, plays upon the wall, and wakens the sleeper.
- 9 I would that thus, when I shall see
The hour of death draw near to me,
Hope, blossoming within my heart,
May look to heaven as I depart.
- 10 Where you see no good, silence is the best.
- 11 I see the violet-sprinkled sod
Whereon she leaned.
- 12 I do not love thee, Dr. Fell;
Why it is I cannot tell.
- 13 But first thou must go unto the land of the lotos,
where famine never cometh.

14 For now it is not as when I was young,
When Rustum was in front of every fray.

15 Who knows whither the birds have flown?

16 At the very time when camp and field are ruining
many of the soldiers, the sense of duty to the flag is the
last quality to degenerate.

17 And the stately Spanish men to their flagship bore
him then,
Where they laid him by the mast, old Sir Richard
caught at last.

18 When pain and anguish wring the brow,
A ministering angel thou!

19 Weak-winged is song,
Nor aims at that clear-ethered height
Whither the brave deed climbs for light.

20 Nor ever friendlier seemed thy company
Than on this night when I must quit thine inn.

109. Complex Sentences containing **Adverbial Clauses** are analyzed as follows:—

EXAMPLE 1:—Some murmur *when their sky is clear*.

Complex Declarative Sentence.

Principal Proposition,
Some murmur

Subject, *some*
Predicate Verb, *murmur*
Modifier of Verb, *when their sky is clear* (adverbial clause)

Subordinate Clause,
when their sky is clear.
(Connective *when*,
conjunctive adverb)

Subject, *sky*
Predicate Verb, *is*
Complement, *clear* (predicate adjective)
Modifier of Verb, *when*

EXAMPLE 2:—The soul of man is larger *than the sky*.

Complex Declarative Sentence.

Principal Proposition, <i>The soul of man is larger</i>	Subject, <i>soul</i>
	Predicate Verb, <i>is</i>
	Complement, <i>larger</i> (predicate adjective)
	Modifiers of Subject, <i>the, of man</i>
	Modifier of Complement, <i>than the sky</i> (adverbial clause)
Subordinate Clause, <i>than the sky</i> (is large). (Connective <i>than</i> , subordinate conjunction)	Subject, <i>sky</i>
	Predicate Verb, <i>is</i>
	Complement, <i>large</i>
	understood (predicate adjective)

EXAMPLE 3:—Thou hast not made my life so sweet to me
That I, the king, should greatly care to live.

A Complex Declarative Sentence. Principal Proposition, *Thou . . . me*; Subordinate Adverbial Clause, *that . . . live*; connective *that* (subordinate conjunction). The Adverb *so* and the Subordinate Clause are co-ordinate modifiers of *sweet*. [Detailed analysis as in (2).]

EXAMPLE 4:—Brutus will start a spirit *as soon as Cæsar*.

A Complex Declarative Sentence. Principal Proposition, *Brutus will start a spirit as soon*; Subordinate Adverbial Clause, *as Cæsar* (*will start a spirit*); connective *as* (conjunctive adverb). The simple adverb *as* and the Subordinate Clause are co-ordinate modifiers of *soon*. [Detailed analysis as in (2).]

Exercise 86. Analyze according to the models given above the sentences in Exercises 80, 82, 83, 84.

CHAPTER VIII

THE PREPOSITION

110. A **Preposition** is a word used with a Noun or a Pronoun to show its relation to some other word: as,

A thing *of* beauty is a joy forever.

Note 1: Prepositions, with the Nouns or Pronouns with which they are used, form Prepositional Phrases, which are Adjective (98) or Adverbial (104) in use.

Note 2: The Noun or Pronoun with which the Preposition is used is called the Object of the Preposition. The Preposition shows the relation between its Object and the word that the phrase as a whole modifies: as, “On Prague’s proud *arch* the fires of ruin *glow*.” (On shows the relation between *arch* and *glow*.)

Note 3: Besides Nouns and Pronouns, Prepositions may have as objects: (1) Adjectives or Adverbs used as Nouns; (2) Infinitives (46), Gerunds (56); (3) Prepositional Phrases; (4) Noun Clauses (76).

Note 4: The Participial forms, *regarding*, *concerning*, *notwithstanding*, *during*, are usually regarded as Prepositions.

Note 5: Prepositional Phrases sometimes serve as Predicate Adjectives: as,

“A man convinced against his will
Is of the same opinion still.”

Note 6: Some combinations of words are best explained as Phrasal Prepositions: *in case of*, *out of*, *as to*, *according to*, *as for*, etc.

Note 7: *In*, *up*, *down*, when not used as Prepositions to

express relation, are Adverbs of Place: as, "They went *in* to Hezekiah, the King."

Exercise 87. In the following sentences, find the words used as the objects of prepositions:—

- 1 Beyond all streams Clitumnus
Is to the herdsman dear.
- 2 Along their path fresh garlands
Are hung from tree to tree;
Before them stride the pipers,
Piping a note of glee.
- 3 Such sober certainty of waking bliss
I never felt till now.
- 4 A fever in these pages burns;
Beneath the calm they feign,
A wounded human spirit turns
Upon its bed of pain.
- 5 For thou art of the morning and the May;
I, of the autumn and the eventide.
- 6 And near the sacred gate,
With longing eyes I wait,
Expectant of her.
- 7 This
Will lug your priests and servants from your sides,
Pluck stout men's pillows from below their heads.
- 8 I've heard bells tolling
Old Adrian's mole in,
Their thunders rolling
From the Vatican.
- 9 And thus, with eyes that would not shrink,
With knee to man unbent,
Unfaltering on its dreadful brink
To his red grave he went.
- 10 Riding from Coleraine
(Famed for lovely Kitty),
Came a Cockney bound
Unto Derry city.

11 Among the universities of America there is none which has sprung up of itself, like Bologna or Paris or El Azhar or Oxford, none founded by an Emperor, like Prague, or by a Pope, like Glasgow.

12 Always he marched in advance,
Warring in Flanders and France,
Doughty with sword and with lance.

13 They are satisfied with the world they live in, for they have found it a good world.

14 All night before the brink of death,
In fitful sleep the army lay,
For through the dream that stilled their breath
Too gauntly glared the coming day.

15 And down the weaver's croft I stole,
To see if the flax were high;
But I saw the weaver at his gate
With the good news in his eye!

16 The Minstrel Boy to the war is gone,
In the ranks of death you'll find him;
His father's sword he has girded on,
And his wild harp slung behind him.

17 As, at dawn,
The shepherd from his mountain lodge descries
A far, bright city, smitten by the sun,
Through many rolling clouds—so Rustum saw
His youth.

18 Walking in the beautiful gardens of those friends with whom he had dined would be the choice of a man of sense; yours is to be fixed down to chess, where you are found engaged for two or three hours.

19 Excellent herbs had our fathers of old.

20 Not in vain, Confessor old,
Unto us the tale is told
Of thy day of trials;
Every age on him, who strays
From its broad and beaten ways,
Pours its sevenfold vials.

111. The **Parsing** of the **Preposition** should include the following points: (1) Naming the part of speech; (2) Telling between what words the preposition shows the relation (110).

EXAMPLE 1:—Break, break, break

On thy cold gray stones, O Sea!

On is a preposition, showing the relation between the noun *stones* and the verb *break*.

EXAMPLE 2:— Drowned *in* yonder living blue,

The lark becomes a sightless song.

In is a preposition, showing the relation between the noun *blue* and the participle *drowned*.

Exercise 88. Parse according to the models given above the prepositions in Exercise 87.

112. The Object of a Preposition may be a **Phrase** or a **Clause**: as,

- 1 Perhaps she culled it from *among the rest*.
- 2 Thou sing'st of *what he knew of old*.

Exercise 89. In the following sentences, find the phrases and clauses used as the objects of prepositions:—

- 1 No man was ever made utterly miserable, excepting by himself.
- 2 He hasn't got a notion of how children ought to play.
- 3 No war ought ever to be undertaken but under circumstances which render all interchange of courtesy between the combatants impossible.
- 4 Tell her with steady pace to come
To where my laurels lie.
- 5 I am not sent but to the lost sheep.
- 6 Whosoever shall ask a petition of any God or man for

thirty days save of thee, O King, he shall be cast into the den of lions.

7 No desire can be satisfied except through the exercise of a faculty.

8 In how many things he ministered unto me at Ephesus, thou knowest very well.

9 Excepting in barbarous times, no such atrocious outrages could be committed.

10 Should a leaflet come to hand

Drifting nigh to where I stand,
Straight I'll board that tiny boat,
Round the whirlpool sea to float.

11 The blood of man should never be shed but to redeem the blood of man.

12 It is thenceforth good for nothing but to be cast out and to be trodden under foot.

13 I had not known sin but by the law.

14 And nigh to where his bones abide,
The Thames with its unruffled tide
Seems like his genius typified.

15 There is no record left on earth,
Save in tablets of the heart,
Of the rich inherent worth
Of the grace that on him shone.

16 To be truly happy is a question of how we begin, and not of how we end.

17 If I could find a higher tree
Farther and farther I should see,
To where the grown-up river slips
Into the sea among the ships.

18 Symonds, the heroic man of letters who banished himself to the higher Alps in order to live, just as Stevenson banished himself to Samoa, has a poem of how a father's love may control a father's grief.

19 The lily-white doe Lord Ronald had brought
Leaped up from where she lay.

20 We will not speak of what we know.

113. The **Subordinate Clause** of a Complex Sentence may itself be Complex: as,

There with the others to a seat he gat,
Whence he beheld a broider'd canopy,
'Neath which in fair array King Schæneus sat
Upon his throne with councilors thereby.

Exercise 90. *In the following sentences, find the complex subordinate clauses:—*

- 1 But little he'll reck, if they let him sleep on,
 In the grave where a Briton has laid him.
- 2 They knew by his awful and kingly look,
 By the order hastily spoken,
 That he dreamed of days when the nations shook
 And the nations' hosts were broken.
- 3 She struck where the white and fleecy waves
 Looked soft as carded wool.
- 4 If there is any truth in Jonson's statement that
 Shakespeare never blotted a line, there is no justice in the
 censure which it implies.
- 5 Shakespeare's old Adam, in *As You Like It*, declares
 that his old age is as a lusty winter because in youth he
 did not woo the means of weakness and debility.
- 6 Whenever the poets have stopped to think about the
 ways in which all this glorious life goes on, they are filled
 with wonder.
- 7 Yet all experience is an arch wherethro'
 Gleams that untravel'd world, whose margin fades
 Forever and forever when I move.
- 8 When Chatham was asked where he had read
 his English history, he answered, "In the plays of
 Shakespeare."
- 9 We must be free or die, who speak the tongue
 That Shakespeare spake; the faith and morals hold
 Which Milton held.

- 10 Let every wind be hushed, that I may hear
The wondrous things he tells the world below.
- 11 Our whole history, then, teaches that we got the
splendid army we have only when the people had learned
in the stern school of experience what our need was.
- 12 And still I felt the center of
The magic circle there
Was one fair Form that filled with love
The lifeless atmosphere.
- 13 But soon a wonder came to light
That showed the rogues they lied.
- 14 When I have borne in mind what has tamed
Great nations, how ennobling thoughts depart
When men change words for ledgers, and desert
The student's bower for gold, some fears unnamed
I had, my Country!
- 15 There's not a soul in the garden world
But wishes the day were shorter,
When Mariner B. puts out to sea
With the wind in the proper quarter.
- 16 They gave him of the corn-land,
That was of public right,
As much as two strong oxen
Could plow from morn to night.
- 17 Lo! I uncover the land
Which I hid of old time in the West,
As the sculptor uncovers the statue
When he has wrought his best.
- 18 Our ship touched at an island on the way home,
where my black servant took me a walk over rocks and
hills, till we passed a garden where we saw a man walking.
- 19 Saint Augustine! well hast thou said
That of our vices we can frame
A ladder, if we will but tread
Beneath our feet each deed of shame.
- 20 All boys love liberty, till experience convinces them
they are not so fit to govern themselves as they imagined.

114. The **Complex Sentence** containing a **Complex Subordinate Clause** is analyzed as follows:—

EXAMPLE:—*Life is sweet, though all that makes it sweet
Lessen like sound of friends' departing feet.*

A Complex Declarative Sentence. Principal Proposition, *Life is sweet*; Subordinate Clause, *though . . . feet*, adverbial modifier of *is*; connective, the subordinate conjunction *though*. The Subordinate Clause is Complex. Its Principal Proposition is, *though all lessen like sound of friends' departing feet*; Subordinate Clause, *that makes it sweet*, adjective modifier of *all*; connective *that* (relative pronoun). [Detailed analysis as in 109.]

Exercise 91. *Analyze according to the model given above the sentences in Exercise 90.*

115. The **Complex Sentence** may contain two or more **Subordinate Clauses** which are not related to each other: as,

To me the meanest flower *that blows* can give
Thoughts *that do often lie too deep for tears.*

Exercise 92. *Find the subordinate clauses in the following complex sentences:—*

- 1 While we breathe beneath the sun,
The world which credits what is done
Is cold to all that might have been.
- 2 O'er the smooth enameled green,
Where no print of step hath been,
Follow me, as I sing
And touch the warbled string.
- 3 When once a book has become immortal, we think
that we can see why it became so.
- 4 Every man must, of course, whether he will or not,

feel the spirit of the age in which he lives and thinks and does his work.

5 As the woman heard,

Fast flowed the current of her easy tears,
While in her heart she yearned incessantly
To rush abroad all round the little haven,
Proclaiming Enoch Arden and his woes.

6 If any man ask me what a free government is, I answer, that, for any practical purpose, it is what the people think so.

7 But to my mind, though I am native here

And to the manner born, it is a custom
More honored in the breach than in the observance.

8 Harpers must lull him to his rest,

With the slow soft tunes he loves the best,
Till sleep sink down upon his breast,

Like the dew on a summer hill.

9 It has been observed that one of the curious contrasts which make up that complex creature, Walter Scott, is the strong attraction which drew him, as a Lowlander the born natural antagonist of the Gael, to the Highland people.

10 If these brief lays of sorrow born

Were taken to be such as closed
Grave doubts and answers here proposed,
Then these were such as men might scorn.

11 When the public man omits to put himself in a situation of doing his duty with effect, it is an omission that frustrates the purposes of his trust almost as much as if he had formally betrayed it.

12 If you convey a false impression, what difference does it make how you convey it?

13 In after-days, when grasses high

O'ertop the stone where I shall lie,
Though ill or well the world adjust
My slender claim to honor'd dust,
I shall not question or reply.

14 But when the days of golden dreams had perish'd,
 And even Despair was powerless to destroy,
 Then did I learn how existence could be cherish'd,
 Strengthen'd, and fed, without the aid of joy.

15 Sweet spring, full of sweet days and roses,
 A box where sweets compacted lie,
 My music shows ye have your closes.

16 If the spirits of the departed are cognizant, as we fondly trust they are, of the sentiments which animate the "breathers of this world," Shakespeare's may well be filled with profoundest love and gratitude in the perception of how much it was permitted to contribute towards the elevation and refinement of the world.

17 When ye fight with a wolf of the pack you must fight
 him alone and afar,
 Lest others take part in the quarrel and the pack is
 diminished by war.

18 If you mean to please any people, you must give them the boon which they ask.

19 When popular discontents have been very prevalent, it may well be affirmed and supported that there has been generally something found amiss in the constitution or the character of government.

20 Is it not better at an early hour
 In its calm cell to rest the weary head,
 While birds are singing and while blooms the bower,
 Than sit the fire out and go starv'd to bed?

116. Complex Sentences containing two or more **Subordinate Clauses** not related to each other are analyzed as follows:—

EXAMPLE:— Poor wretches *that depend*
On greatness' favor dream, as I have done,
Wake, and find nothing.

A Complex Declarative Sentence. Principal Proposition, *Poor wretches dream, wake, and find nothing;* First Sub-

ordinate Clause, *that depend on greatness' favor*, adjective modifier of *wretches*; connective *that* (relative pronoun); Second Subordinate Clause, *as I have done*, adverbial modifier of *dream*; connective *as* (conjunctional adverb). [Detailed analysis as in 109.]

Exercise 93. *Analyze according to the model given above the sentences in Exercise 92.*

117. Complex Sentences sometimes contain **Parenthetical Clauses** which are inserted as a comment on what the sentence states: as,

I should do Brutus wrong, and Cassius wrong,
Who, *you all know*, are honorable men.

Note: The Relative Pronoun *as* frequently introduces Parenthetical Clauses, its antecedent being the Principal Proposition taken as a whole (85): as, "Carlyle, *as Lord Morley says*, preached the doctrine of silence in thirty volumes."

CHAPTER IX

THE CONJUNCTION

118. A Conjunction is a word used to connect Words, Phrases, or Clauses. According to their use, conjunctions are classified as (1) **Co-ordinate** and (2) **Subordinate**.

Note 1: Co-ordinate Conjunctions connect Words, Phrases, and Clauses of the same rank. Words and Phrases are of the same rank when they bear the same relation to some other word in the sentence. Clauses are of the same rank when they are both Principal or both Subordinate. The chief Co-ordinate Conjunctions are: *and, but, or, nor, not only—but also.*

Note 2: Subordinate Conjunctions connect Subordinate Clauses with Principal Propositions and hence are only used in Complex Sentences. The chief Subordinate Conjunctions are: *that, if, lest, because, since, although, than, as (107).*

Note 3: The Subordinate Conjunction *that* frequently introduces Noun Clauses and is then known as an Introductory Subordinate Conjunction (64).

Note 4: Conjunctions used in pairs are called Correlative Conjunctions. They are: *both—and; either—or; whether—or; neither—nor; not only—but also.* The first Conjunction of the pair is merely Introductory, the connective force belonging to the second.

Note 5: The following expressions are best explained as Phrasal Conjunctions: *in order that; for as much as; as if; as though, etc.*

Note 6: *But* (when it means *except*), *till*, *until*, and *since* are often used as Prepositions: as, “*Since* his exile, she has despised me most”; “*Spirits* are not finely touched *but* to fine issues.”

Exercise 94. *In the following sentences find the co-ordinate conjunctions and tell what words or phrases each connects:—*

- 1 Now the dog was a hound of the Danish breed,
Stanch to love and strong at need.
- 2 And whether his view was right or wrong
Has little to do with this my song.
- 3 A night of memories and of sighs
I consecrate to thee.
- 4 King Canute was weary-hearted; he had reigned of
years a score,
Battling, struggling, pushing, fighting, killing much
and robbing more.
- 5 Monsieur the Curé down the street
Comes with his kind old face,—
With his coat worn bare, and his straggling hair,
And his green umbrella-case.
- 6 Shrilling pipe or fluting whistle
In the valleys come again;
Fife of frog and call of tree-toad,
All my brothers, five or three-toed,
With their revel no more vetoed,
Making music in the rain.
- 7 In this, or in some other spot,
I know they'll shine again.
- 8 On either side the river lie
Long fields of barley and of rye.
- 9 Now folds the lily all her sweetness up
And slips into the bosom of the lake.
- 10 They strike mine eyes, but not my heart.
- 11 Hast thou named all the birds without a gun?
Loved the wood-rose and left it on its stalk?

12 Art might obey, and not surpass.

13 Hater of din and riot,
He lived in days unquiet;
And, lover of all beauty,
Trod the hard ways of duty.

14 This I sat engaged in guessing, but no syllable
expressing
To the fowl whose fiery eyes now burned into my
bosom's core.

15 What words divine of lover or of poet
Could tell our love and make thee know it?

16 No man was ever better disposed, or worse qual-
ified, for such an undertaking, than myself.

17 We are therefore called upon, as it were by a su-
perior warning voice, again to attend to America; to attend
to the whole of it together; and to review the subject with
an unusual degree of care and calmness.

18 Liberty, among us, is not a sentiment, but a product
of experience.

19 Nature I loved, and next to Nature, Art.

20 In the field of history, learning should be deemed
to stand among the people and in the midst of life.

*Exercise 95. Find the correlative conjunctions and
explain the use of each pair:—*

1 There are moments in life when the lip and the eye
Try the question of whether to laugh or to cry.

2 There is nothing either good or bad, but thinking
makes it so.

3 There is not only disgrace and dishonor in that,
monster, but an infinite loss.

4 Both thou and I
Must quickly die.

5 I am not only witty myself, but the cause that wit
is in other men.

- 6 When you do find him, or alive or dead,
He will be found like Brutus.
- 7 Extreme fear can neither fight nor fly.
- 8 He either fears his fate too much,
 Or his deserts are small,
That dares not put it to the touch,
 To win or lose it all.
- 9 And to the skirts of this wild wood he came,
Where, meeting with an old religious man,
After some question with him, was converted
Both from his enterprise and from the world.
- 10 I'll be your servant
Whether you will or no.

Exercise 96. Find the subordinate conjunctions in Exercises 82 and 83 and tell what clauses each connects.

119. A **Compound Sentence** consists of two or more **Members** which are grammatically Independent of each other: as,

The Piper advanced and the children followed.

Note 1: The members of a Compound Sentence are connected by Co-ordinate Conjunctions (**118**), expressed or understood.

Note 2: The members of a Compound Sentence may be Complex, and the subordinate clauses of a Complex Sentence may be Compound.

Note 3: Two or more Participial, Infinitive, or Prepositional Phrases connected by Co-ordinate Conjunctions are said to form a Compound Phrase: as, “I mean not to run with the hare and to hunt with the hounds.”

Exercise 97. In the following compound sentences, find the co-ordinate members and tell in each case by what conjunctions they are connected:—

- 1 Beauty was all around him,
But, from that eve, he was alone on earth.
- 2 What in me is dark,
Illumine; what is low, raise and support.
- 3 A few daring jests, a brawl, and a fatal stab make up the life of Marlowe, but even details such as these are wanting to the life of William Shakespeare.
- 4 They have the grief men had of yore,
But they contend and cry no more.
- 5 Clear drawn against the hard blue sky,
The peaks had winter's keenness;
And, close on Autumn's frost, the vales
Had more than June's fresh greenness.
- 6 Now the noon was long passed over when again the murmur rose,
And through the doors cast open flowed in the river of foes.
- 7 To her fair works did Nature link
The human soul that through me ran;
And much it grieved my heart to think
What man has made of man.
- 8 When young people begin to awake from their day-dreams, they abandon the hope of reaching quite all their air-castles, but they have learned to look ahead to a far goal.
- 9 Men are we, and must grieve even when the shade
Of that which once was great is passed away.
- 10 In cities high the careful crowd
Of woe-worn mortals darkling go,
But in these sunny solitudes
My quiet roses blow.
- 11 We look before and after,
And pine for what is not;

Our sincerest laughter
With some pain is fraught.

- 12 My father loved Sir Rowland as his soul,
And all the world was of my father's mind ;
Had I before known this young man his son,
I should have given him tears unto entreaties,
Ere he should thus have ventured.
- 13 Rasselas could not catch the fugitives with his utmost effort, but, resolving to weary by perseverance him whom he could not surpass in speed, he kept on till the foot of the mountain stopped his course.
- 14 There was racing and chasing on Cannobie Lee,
But the lost bride of Netherby ne'er did they see.
- 15 No flocks that range the valley free
To slaughter I condemn ;
Taught by that power that pities me,
I learn to pity them.
- 16 For oft when on my couch I lie
In vacant or in pensive mood,
They flash upon that inward eye
Which is the bliss of solitude :
And then my heart with pleasure fills,
And dances with the daffodils.
- 17 The mountains look on Marathon,
And Marathon looks on the sea ;
And, musing there an hour alone,
I dreamed that Greece might still be free.
- 18 In peace, there's nothing so becomes a man
As modest stillness and humility ;
But, when the blast of war blows in our ears,
Then imitate the action of the tiger,
Stiffen the sinews, summon up the blood.
- 19 Some of Samuel Johnson's friends hoped that the government might be induced to increase his pension to a hundred pounds ; but this hope was disappointed and he resolved to stay in England through the winter.

20 Thou wert the Morning Star among the living,
 Ere thy fair light was fled;
 Now, having died, thou art as Hesperus, giving
 New splendors to the dead.

120. The **Analysis** of the **Compound Sentence** consists (1) in finding the Co-ordinate Members (119), with the conjunctions connecting them, and (2) in analyzing each Co-ordinate Member as a Simple or a Complex Sentence.

EXAMPLE:—The stars of midnight shall be dear
 To her, and she shall lean her ear
 In many a secret place
 Where rivulets dance their wayward round.

Compound Declarative Sentence. First Co-ordinate Member, *The . . . her*; Second Co-ordinate Member, *she . . . round*, connected by *and*. The Second Co-ordinate Member is Complex. Principal Proposition, *she . . . place*; Subordinate Adjective Clause, *where . . . round*, connected by *where* (conjunctional adverb). [Detailed Analysis as in 109.]

Note: A Compound Subordinate Clause is analyzed like a Compound Sentence.

Exercise 98. *Analyze according to the model given above the sentences in Exercise 97.*

121. The Parsing of the Conjunction should include the following points: (1) Class: whether co-ordinate or subordinate; (2) Naming the words, phrases, or clauses which the conjunction connects.

Exercise 99. *Find and parse the conjunctions in Exercises 82 and 97.*

CHAPTER X

THE INTERJECTION

122. An **Interjection** is a word which expresses strong emotion, but which does not enter into the construction of the sentence: as,

Alas, poor Yorick!

Note: Interjections may be: (1) Exclamatory sounds: *Ah! Hurrah! Oh!* (2) Various parts of speech used to express feeling: *Silence! Hark! Stop!* (3) Groups of words used in exclamatory fashion: as, *Good gracious! Dear me! Oh, indeed!*

Exercise 100. *Find the interjections in the following sentences:—*

- 1 O, what a rogue and peasant slave am I!
- 2 Why so pale and wan, fond lover?
Prithee, why so pale?
- 3 What! must I hold a candle to my shames?
- 4 Alack! I am afraid they have awaked
And 'tis not done.
- 5 Quit, quit, for shame! this will not move;
This will not take her.
- 6 Fie, brother! how the world is changed with you!
- 7 Away! haunt thou not me,
Thou vain philosophy!
- 8 Good faith! how foolish are our minds!
- 9 O, well-a-day! that ever I was born!
- 10 Go to! I will tell you no more.

- 11 "I' faith!" says Ned, "our father
Is less polite than just."
- 12 Hark! they whisper; angels say,
Sister spirit, come away!
- 13 Oh! it offends me to the soul!
- 14 Hence! horrible shadow!
- 15 Hail! beauteous stranger of the grove,
Thou messenger of spring!
- 16 Hurrah! for merry England!
No longer will I roam.
- 17 Avaunt! and quit my sight!
- 18 O who is so merry, heigh-ho!
As the light-footed fairy? heigh-ho!
- 19 Zounds, sir! then I insist on your quitting the room
directly.
- 20 "Why, that I cannot tell," said he.

CHAPTER XI

VARIETY OF FUNCTION

123. Many words may be used as different **Parts of Speech.** The following are a few examples:—

- 1 After.....1 **Preposition:** *After* us, the deluge.
- 2 **Adjective:** Then let my memory die
In *after* days.
- 3 **Adverb:** And also you are living *after*.
- 4 **Subordinate Conjunction:** *After* the
riots were quelled, the charter was with-
drawn.
- 2 All.....1 **Adjective:** *All* June I bound the rose in
sheaves.
- 2 **Pronoun:** *All* that glisters is not gold.
- 3 **Adverb:** This is the maiden *all* forlorn.
- 3 As.....1 **Conjunctive Adverb:** *As* man may, he
fought his fight.
- 2 **Simple Adverb:** If any man may, you
may *as* soon as any.
- 3 **Subordinate Conjunction:** *As* he was
ambitious, I slew him.
- 4 **Relative Pronoun:** They fear religion
with such a fear *as* loves not.
- 4 Both.....1 **Adjective:** There is much to be said on
both sides.
- 2 **Pronoun:** Commend me to them *both*.
- 3 **Co-ordinate Conjunction:**
Your true love's coming
That can sing *both* high and low.

5 But..... 1 **Co-ordinate Conjunction:** I must fly,
 but follow quick.
 2 **Preposition:** No tears *but* of my shedding.
 3 **Adverb:** He hath known you *but* three days.
 4 **Relative Pronoun:** There was none *but* praised him.

6 Enough... 1 **Noun:** *Enough* is as good as a feast.
 2 **Adjective:** They'll find linen *enough* on every hedge.
 3 **Adverb:** You will find me apt *enough*.

7 Like..... 1 **Adjective:** In *like* manner, we have striven.
 2 **Noun:** I shall not look upon his *like* again.
 3 **Verb:** I *like* a church, I *like* a cowl.
 4 **Adverb:** I pass *like* night from land to land.

8 Since..... 1 **Preposition:** *Since* Pentecost, the sum is due.
 2 **Subordinate Conjunction:**
 No matter, *since* I feel
 The best is past.
 3 **Adverb:** I brought you word an hour *since*.
 4 **Conjunctive Adverb:**
 All this service
 Have I done *since* I went.

9 That..... 1 **Adjective:** Come, brother, in *that* dust we'll kneel.
 2 **Adjective Pronoun:** *That's* the wise thrush!
 3 **Relative Pronoun:** This is the house *that* Jack built.
 4 **Subordinate Conjunction:**
 Pray heaven *that* early love and truth
 May never wholly pass away.

10 Only.... 1 **Adjective:** My *only* love sprung from my *only* hate.

2 **Adverb:** A horse cannot fetch, but *only* carry.

Exercise 101. Parse the italicized words in the following sentences:—

- 1 Never yet was noble man *but* made ignoble talk.
- 2 *That* blade was blessed *that* it should strike to save.
- 3 *But* for thee,
I had persisted happy.
- 4 I am *as* like to call thee so again.
- 5 I never saw its *like* before.
- 6 I will tell thee *all* *that* is in thine heart.
- 7 *Like* strength is felt from hope and from despair.
- 8 The young lambs bound
As to the tabor's sound.
- 9 *That* which we call a rose
By any other name would smell as sweet.
- 10 Love was of *that* dignity
That it went hand in hand even with the vow.
- 11 We cannot tell what happened *after*.
- 12 Six days shalt thou labor and do *all* thy work.
- 13 Breathless *all*, Fitz-James arose.
- 14 By the voice *that* rolls like thunder far,
By the tenderest eyes of all *that* are,
Ye may know Admiral Death.
- 15 And when I rear my hand, do you the *like*.
- 16 Be *as* thou would'st be in thine own clear sight.
- 17 I am flesh and blood *as* you are.
- 18 He *after* honor hunts, I *after* love.
- 19 *Since* my own doors refuse to entertain me, I'll knock elsewhere.
- 20 Give me this water *that* I thirst not.

Miscellaneous Examples for Advanced Work.

Exercise 102. Analyze the following sentences and parse the italicized words:—

- 1 Help me to need *no* aid from men,
That I may help such men *as* need.
- 2 You ask *me* why, tho' ill at ease,
Within this region I subsist,
Whose spirits falter in the mist,
And languish for the purple seas.
- 3 The same sweet cry no circling seas can *drown*,
In melancholy cadence rose to swell
Some dirge of Lycidas or Astrophel,
When lovely souls and pure, before their time,
 Into the dusk went *down*.
- 4 In the sections of his works in *which* this grave simplicity is most prominent, Burke frequently employed the impressive phrases of the Holy Scriptures, *affording* a signal illustration of the truth, that he neglects the most valuable repository of rhetoric in the English language who has not well studied the English Bible.
- 5 So long *as* mankind look *before* or after, the name of Rome will be the greatest of those upon which their backward gaze can be turned.
- 6 In the stately structure of that imperial language they embodied those qualities which make the Roman name most abidingly *great*—honor, temperate *wisdom*, humanity, courtesy, magnanimity; and the civilized world *still* returns to that fountainhead and finds a second mother-tongue in the speech of Cicero and Vergil.
- 7 That this poetry should have been suffered to *perish* will not appear strange, when we consider *how* complete was the triumph of the Greek genius over the public mind of Italy.
- 8 When these books were first admitted into the public libraries, I remember to have said upon occasion to

several persons concerned, how I was sure they would create broils *wherever* they came.

9 That the laws which Nature has fixed for our lives are mighty and eternal, Wordsworth comprehended *as* fully as Goethe, but not that they are laws as pitiless as *iron*.

10 The chief object of *going* abroad, in Plato's opinion, is *to converse* with inspired men, whom Providence scatters about the globe, and from whom alone wisdom can be learnt.

11 By common consent of historians, the two most distinctive and most characteristic lines of development which English forms of government have followed in propagating *themselves* throughout the United States are the *two* lines that have led through New England on the one hand and through Virginia on the *other*.

12 One reason, perhaps, why *so* many records of Shakespeare which must have existed have now disappeared is that twenty-six *years* after his death that great Civil War commenced which divided England into hostile factions, *setting* family against family, and led to the extinction of many traditions and memorials.

13 There was one who wisely spake a famous word, that ill may *seem* to be good, and that when the gods will bring a man's soul to wreck they make ill to be his *good*.

14 I held it *truth*, with him who sings
To one clear harp *in* divers tones,
That men may rise on stepping-stones
Of their dead selves to higher things.

15 The apparent paradox that where the humbler classes have differed in opinion from the higher, they have often been proved to be right and their so-called *bettters* wrong, may perhaps be explained by considering that the historical and scientific data on which the solution of a problem depends are just *as* little known to the wealthy as to the *poor*.

16 That *what* is called the history of the kings and early consuls of Rome is to a great extent fabulous, few

scholars have, *since* the time of Beaufort, ventured to deny.

17 Two hundred years are flown
Since first thy story ran through Oxford halls,
And the grave Glanvil did the tale inscribe
That thou wert wander'd from the studious walls
To learn strange arts, and *join* a Gypsy tribe.

18 Here they lie had realms and lands;
Who now want strength to stir their hands,—
Where from their pulpits seal'd with dust
They preach “In greatness is *no* trust.”

19 *If* we say with Shelley, that poetry is what redeems from decay the visitation of the divinity in man, and is the best and happiest moments of the best and happiest minds, then are we bound *to agree* that Wordsworth records too many moments that are not specially good or happy, that he redeems from decay frequent visitations that are not from *any* particular divinity in man.

20 One lesson, *shepherd*, let us two divide,
Taught both by what she shows and what conceals,
Never to blend our pleasure or our pride
With sorrow of the meanest thing *that* feels.

21 Far from thy kin cast thee;
Wrath not thy neighbor next *thee*;
And *sit* thee down, Robin, and rest thee.

22 The chief's eye flash'd, but presently
Soften'd *itself*, as sheathes
A film the mother-eagle's eye
When her bruised eaglet breathes.

23 A sensible man *learns*, in everyday life, to abstain from praising and blaming character by wholesale; he becomes *content* to say of this trait that it is good, and of *that* act *that* it was bad.

24 It is one of the first things *to be said* about Macaulay, that he was in exact accord with the common average sentiment of his day on *every* subject on which he spoke.

25 To complain that Emerson is no systematic reasoner

is to miss the secret of most of *those* who have given powerful impulses to the spiritual ethics of an age.

26 When time has wrought changes of fashion, mental and social, the critic serves a useful turn in giving to a poet or a teacher *his* true place, and in recovering ideas and points of view that are worth *preserving*.

27 The *only* advantage of books over speech is that they may hold from generation to generation, and reach, not a small group merely, but a multitude of men; and a man who writes without *being* a man of letters is curtailed of his heritage.

28 He saw the land *saved* he had helped to save and
was suffered to tell

Such tidings, yet never decline, but, gloriously *as*
he began,
So to end gloriously.

29 *What* we complain of in Napoleon Bonaparte, for instance, is not that he sought power, but *that* he sought it in the interests of a coarse, brutal, and essentially unmeaning ambition.

30 It is a familiar fact that moments of appalling suspense are precisely *those* in which we are most ready involuntarily *to note* a trifle.

31 I know a little garden close,
Set thick with lily and red rose,
Where I would wander if I might
From dewy dawn to dewy night,
And have one with me *wandering*.

32 Though Byron may have no place in our own Minster, he assuredly belongs to the band of far-shining men, *of* whom Pericles declared the whole world to be the *tomb*.

33 Not a flower can be found in the fields
Or the spot *that* we till for our pleasure,
From the largest to least, but it yields
The *bee*, never wearied, a treasure.

34 Of all the many gifts that had formed the char-

acter of Walter Scott, *but* one was now recognizable through the gathering mist of death; that inexhaustible *affectionateness* and thought for others which had been the grace of his life.

35 He died in giving

Rome liberty, but left a deathless lesson—
A name which is a virtue, and a soul
Which multiplies itself throughout all time,
When wicked men wax *mighty*, and a state
Turns servile.

36 When we know

All that can come, and how *to meet* it, our
Resolves, if firm, may merit a more noble
Word than *this*.

37 Waiting to be treated like a *wolf*,

Because I knew my deeds were known, I found
Instead of scornful pity or pure scorn
Such fine reserve and noble reticence
That I began to glance behind me at my former
life,

And find that it had been the *wolf's* indeed.

38 Heaven's ebon vault,

Studded with stars unutterably bright
Through which the moon's unclouded grandeur rolls,
Seems like a *canopy* which love has spread
To darken her sleeping world.

39 The old ballads, in collecting *which* he was assisted by Shortreed, formed the basis of the first book in which Scott showed *his* originality.

40 England had joined that monarchical alliance which aimed at compelling France *to restore* the order of things lately swept away, which had succeeded only in uniting France as one man against her invaders, and which now, in turn, feared *revenging* invasion from the armies of the Republic.

41 Lying robed in snowy white

That loosely flew to left and right—

The *leaves* upon her falling light—
 Thro' the noises of the night
 She floated *down* to Camelot.

42 I never yet could see the sun *go* down
But I was angry in my heart, nor hear
 The leaves fall in the wind without a tear
 Over the dying summer.

43 And once, in winter, on the causeway chill
 Where *home* through flooded fields foot-travelers
 go,
 Have I not passed thee on the wooden bridge
 Wrapt in thy cloak and battling with the snow,
 Thy *face* towards Hinksey and its wintry ridge?

44 Into the skies, one summer's *day*,
 I sent a little thought away,
 Up to where, in the blue round,
 The sun sat *shining* without sound.

45 If hopes *were* dupes, fears may be liars;
 It may be, in yon smoke conceal'd,
 Your comrades chase e'en now the fliers,
 And, *but* for you, possess the field.

46 If there be no nobility of descent, *all* the more in-
 dispensable is it that there should be nobility of ascent—a
 character in them that bear rule *so* fine and high and pure
 that, *as* men come within the circle of its influence, they
 involuntarily pay homage to that which is the one pre-
 eminent distinction, the royalty of virtue.

47 And when, its *force* expended,
 The harmless storm was ended,
 And as the sunrise splendid
 Came blushing o'er the sea;
 I thought, *as* day was breaking,
 My little girls were waking,
 And smiling, and making
 A prayer at home for me.

48 No public and no private care
 The freeborn mind *enthraling*,

We made a day of happy hours,
 Our happy *days* recalling.

49 *To have done* things worthy to be written was in Scott's eyes a dignity to which no man made any approach who had only written things worthy *to be read*.

50 *As* travelers oft look back at eve
 When eastward darkly going,
 To gaze upon that light they *leave*
 Still faint behind them glowing,
 So when the close of pleasure's day
 To *gloom* hath near consign'd us,
 We turn to catch one fading ray
 Of joy that's left behind us.

51 If I could write the beauty of your eyes
 And in fresh numbers *number* all your graces,
 The age *to come* would say, this poet lies,
 Such heavenly touches ne'er touched earthly faces.

52 It is only by *considering* Scott in relation to his own age and the circumstances in *which* he formed *himself* that we can reach a full estimate of him as a poet.

53 All along the valley, *stream* that *flashest* white,
 Deepening thy voice with the *deepening* of the night,
 All along the valley, where thy waters flow,
 I walked with one I loved two and thirty *years ago*.

54 He came when poets had forgot
 How rich and strange the human lot,
 How warm the tints of life, how hot
 Are Love and Hate;
 And what makes Truth divine and what
 Makes Manhood *great*.

55 O how I long to travel back
 And tread again *that* ancient track,
 That I might once more reach that plain
 Where first I left my glorious train!

56 Hamilton had, it is true, that deep and passionate love of liberty and *that* steadfast purpose in the maintenance of it, *that* mark the best Englishmen *everywhere*.

57 If it is said that Goethe professes to have influenced *but* a few persons, and *those*, poets, *one* may answer that he could have taken *no* better way to secure in the end the ear of the world, for poetry is simply the most beautiful, effective, and widely impressive way of *saying* things.

58 I think the summer wind that bows the trees
Through which the dreamer wandereth, muttering,
Will bear abroad *some* knowledge of the thing
That so consumes him.

59 What shall I say in these kind people's praise
Who treated us like *brothers* for ten days,
Till with their tending we *grew* strong again,
And then withal in country cart and wain
Brought us unto this city *where* we are?

60 We read in the early days of the world how whole nations sprang from and were known by the name of some *one* great chief, to *whom* a more than human rank was assigned by the poetry and the gratitude of later generations.

61 As nigh we drew
Unto the sea, the men showed *sparse* and few,
Though frightened *women* standing in the street
Before their doors we did not fail to meet,
And passed by folk who at their doors laid down
Men wounded in the fight.

62 How beautiful to see
Once more a shepherd of mankind indeed,
Who loved his charge but never loved to lead;
One whose meek *flock* the people joyed to be,
Not lured by *any* cheat of birth,
But by his clear-grained human worth
And brave old wisdom of sincerity.

63 Sometimes a breath floats by me,
An odor from Dreamland *sent*,
That makes the ghost *seem* nigh me
Of a splendor that came and went.

64 I do not forget that, when Carlyle was dealing with

German literature, *Heine*, though he had clearly risen above the horizon, had not yet shone *forth* in his great strength.

65 We paused among the pines that stood
 The *giants* of the waste,
Tortured by storms to shapes as rude
 As *serpents* interlaced,
And soothed by every azure breath
 That under heaven is blown,
To harmonies and hues beneath
 As tender as its own.

66 *Throughout* the first years of his reign, amidst the tournaments and revelries which seemed to absorb his whole energies, Henry was in fact keenly watching the opening *which* the ambition of France began to afford for a renewal of the old struggle.

67 He went his *ways* and once more crossed the stream,
And hastened through the wood that scantier *grew*,
Till from a low hill he could see the gleam
Of the great river that of old he *knew*,
Which drank the woodland stream.

68 Literature, if crushed for the moment by the overpowering attraction of the great models of Greece and Rome, revived with a grandeur of form a large spirit of humanity such as it had never known *since* their day.

That *once* there was one whose veins ran lightning
No eye *beheld*.

72 I saw old Autumn in the misty morn
Stand shadowless like silence, listening
To silence, for no lonely bird would sing
Into his hollow ear from woods forlorn,
Nor lowly hedge nor solitary thorn—
Shaking his languid locks all dewy *bright*
With tangled gossamer that fell by night
Pearling his coronet of golden corn.

73 High on the shore sat the great god Pan,
While turbidly flow'd the river,
And hack'd and hew'd *as* a great god can,
With his hard bleak steel at the patient reed,
Till there was not a sign of the leaf indeed
To prove it *fresh* from the river.

74 Yesterday is ours also, to have and to hold, though
it *be* an oak which grows not within our own garden walls
and is to be reached only by a *going* forth and a wrenching
of the heart-strings.

75 For cats and dogs the custom is *to wrangle* as they
play,
But youths intent on games should be more sensible
than *they*.

76 He turned his horse's bridle round,
Ere one could breathe a *breath*,
And fronted, as on practice ground,
The nearest way to death;
In pride of manhood's ripest spring,
Hopes high and honor won,
He deemed his life a little *thing*,
And rode, a *soldier*, on.

77 When Strabo says, “It is impossible to be a good
poet unless you are *first* a good man,” he is expressing
the common opinion of the Greeks that the poet is *to be
judged* not merely as an artist but as an interpreter of
life.

78 Strange to me now are the forms I *meet*
 When I visit the dear old town;
 But the native air is pure and sweet,
 And the trees that o'ershadow each well-known street,
 As they balance up and *down*,
 Are singing the beautiful song,
 Are sighing and whispering *still*:
 A boy's will is the wind's will,
 And the thoughts of youth are long, long thoughts.

79 That the Government will not work satisfactorily
 unless all its officers and employees are in political har-
 mony with the ruling party is one of those superstitions
 which *some* estimable people have not been able to *shake*
 off.

80 And the calm moonlight seems to *say*:
 Hast thou still the old unquiet breast,
 Which neither deadens into rest,
 Nor ever feels the fiery glow
 That whirls the spirit from itself away?

81 Even in Greece
 Where best the poet framed his piece,
 Even in that Phoebus-guarded ground
 Pausanias on his travels found
 Good poems, if he look'd, more *rare*
 (Though many) than good statues were.

82 Of this fair volume which we *World* do name,
 If we the sheets and leaves could turn with care,
 Of him who it corrects and did it frame,
 We clear might read the art and wisdom rare.

83 No one considers *how* much pain every man of taste
 has had to suffer *before* he ever inflicts *any*.

84 Then Denmark blest our chief
 That he gave her wounds repose,
 And the sounds of joy and grief
 From her people wildly rose,
 As death withdrew his shades from the sky.

85 And when in other climes we meet
Some isle or vale enchanting,
Where all looks flowery wild and *sweet*,
And naught but *love* is wanting,
We think how great had been our bliss
If Heaven had *but* assign'd us
To live and die in scenes like *this*,
With some we've left behind us.

86 High place is lost so easily, that when a family
has been of long continuance we may be sure that it has
survived by exceptional merit.

87 Lo! I uncover the land
Which I hid of old time in the West,
As the sculptor uncovers the statue
When he has wrought his *best*.

88 It was a very remarkable circumstance about Johnson, *whom* shallow observers have supposed to be ignorant of the world, that very few men had seen greater variety of characters; and *none* could observe them better, *as* was evident from the strong yet nice portraits which he often drew.

89 The Sonnet glittered a gay myrtle leaf
Amid the cypress *with* which Dante crowned
His visionary brow; a glow-worm *lamp*
It cheered mild Spenser, called from Faëryland
To struggle through dark ways; and when a damp
Fell round the path of Milton, in his hand
The Thing *became* a trumpet whence he blew
Soul-animating strains—alas, too few!

90 *Humanity*, delighting to behold
A fond reflection of her own decay,
Hath painted Winter like a traveler old,
Propped on a staff, and, through the sullen day,
In hooded mantle, *limping* o'er the plain,
As though his weakness *were disturbed* by pain.

91 The great Orders of Chivalry were international institutions whose members, having consecrated *themselves*

a military priesthood, had *no* longer any country of their own and could therefore be subject to no one save the *Emperor* and the *Pope*.

92 There is a bondage worse, far worse, *to bear*
 Than his who breathes, by roof and floor and wall
Pent in, a Tyrant's solitary thrall.

93 No one plucks the rose
Whose proffered beauty in safe shelter grows
 'Mid a trim garden's summer luxuries,
 With Joy like his who climbs, on hands and knees,
 For some rare plant, yon *Headland* of St. Bees.

94 If a man who turnips *cries*,
 Cries not when his father dies,
 'Tis a proof that he would rather
 Have a turnip than his *father*.

95 There is not wind enough to twirl
 The one red leaf, the *last* of its clan,
 That dances as often *as* dance it can,
 Hanging so light and hanging *so* high,
 On the topmost twig that looks up at the sky.

96 Thinkest thou not that I long to see that city to
 which there never has been any *like* nor ever shall be,
 which even an enemy called a *city* of kings?

97 *Every* intelligent and unprejudiced citizen, when he candidly inquires into the developments which have brought about the present state of things will understand that *of* the evils which have *so* alarmingly demoralized our political life, *many*, if not most, had their origin in that practice which treats the public offices as the plunder of victorious parties.

98 The silence there
 By *such* a chain was bound,
 That even the busy woodpecker
 Made *stiller* by her sound
 The inviolable quietness.

99 Now *this* is the law of the Muscovite, *that* he proves
 with shot and steel,

*When ye come by his isles in the smoky seas, ye must
not take the seal.*

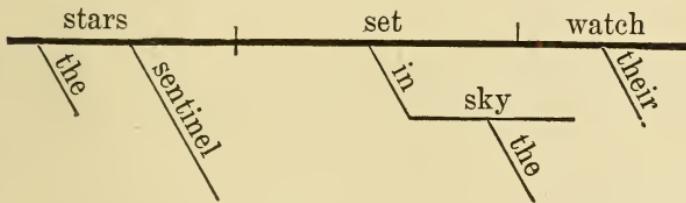
100 Though dark, O God, thy course and track,
I think thou must at least have meant
That naught *that* lives should wholly lack
The things that are more excellent.

CHAPTER XII

DIAGRAMS

124. A Sentence may be Analyzed by representing the grammatical relations of its parts in a **Diagram**. The following examples will illustrate a method of Analysis by Diagram * :—

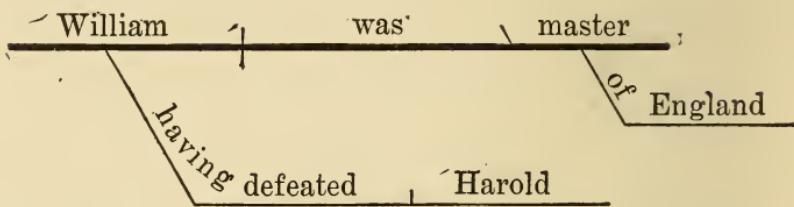
- 1 The sentinel stars set their watch in the sky.



Note: The Subject, Predicate Verb, and Complement (if any) are written over a heavy horizontal line. The Subject and Predicate Verb are separated by a vertical line which cuts the horizontal line. The division line between the Predicate Verb and Object Complement touches the horizontal line without cutting it. Modifying words are written on slanting lines placed below the word modified. The diagram of a Phrase consists of a slanting line on which the introductory word is written, and a horizontal line for the principal words, from which lines are drawn, if necessary, to indicate modifiers within the Phrase.

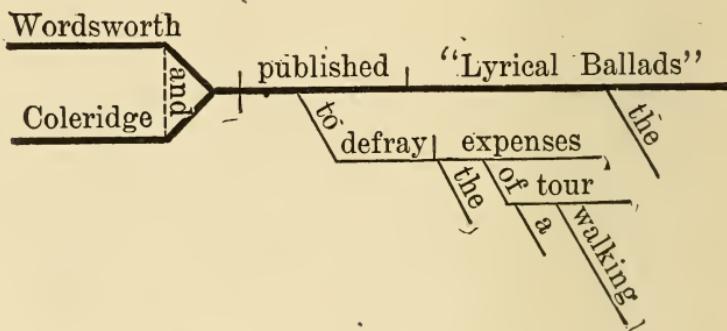
*The method of analysis by diagram employed in this chapter follows that developed by Messrs. Reed and Kellogg.

2 William, having defeated Harold, was master of England.



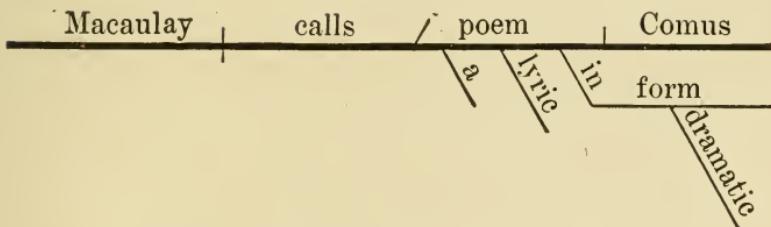
Note: The position of the Participle indicates that in its adjective use it modifies the Subject, and in its verbal use takes an Object Complement. The slanting line between the Verb and the Complement shows that the latter is either a Predicate Noun or a Predicate Adjective.

3 Wordsworth and Coleridge published the "Lyrical Ballads" to defray the expenses of a walking tour.



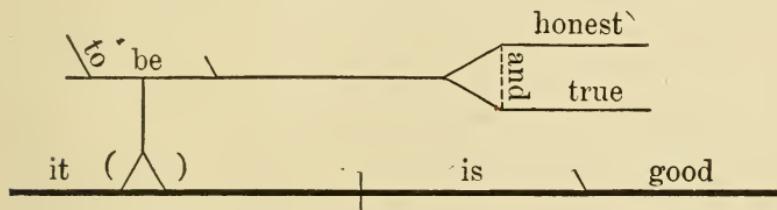
Note: The Compound Subject is indicated by the shorter horizontal lines connected by the broken line. The relation of the Infinitive to the other words in the sentence is shown as in the case of the Participle.

4 Macaulay calls "Comus" a lyric poem in dramatic form.



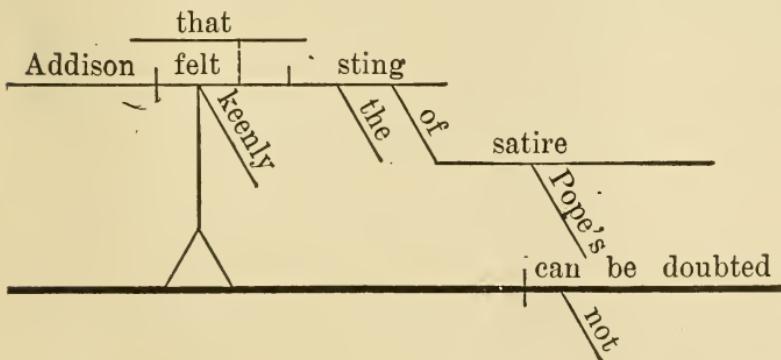
Note: The line between the Predicate Verb and the Attributive Complement slants towards the Object to indicate the relation between the two complements.

5 It is good to be honest and true.



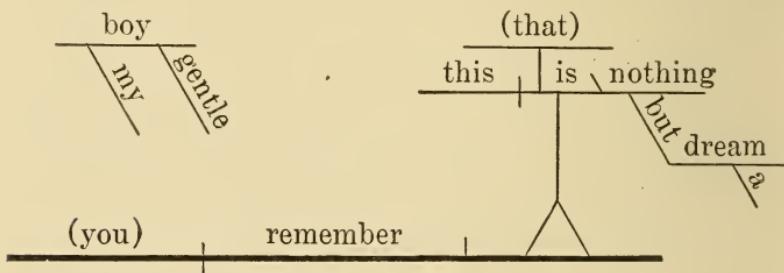
Note: The Appositional relation of the Infinitive Phrase is shown by placing it in parenthesis beside the words with which it is in Apposition.

6 That Addison felt the sting of Pope's satire keenly cannot be doubted.



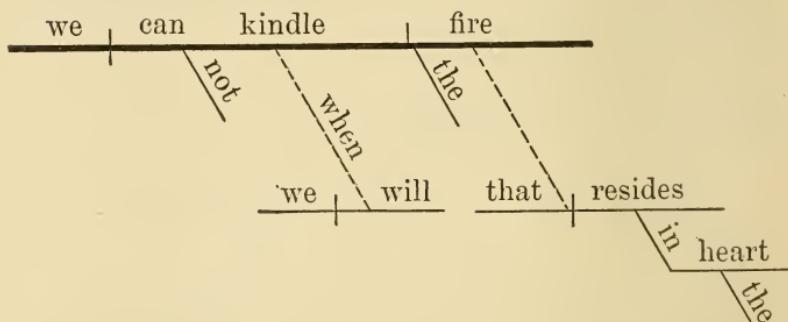
Note: The relation of the words in the Subject Clause is represented as in an independent clause, but on lines less heavily shaded.

7 My gentle boy, remember this
Is nothing but a dream.



Note: The Noun of Address, being an independent element, is placed above the sentence without any line of connection. The word understood as the introducing word of the Object Clause is written on a line above the clause and inclosed within a parenthesis, to show that it is not expressed.

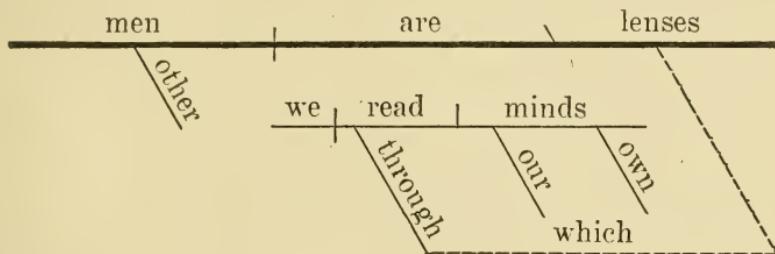
8 We cannot kindle when we will
The fire that in the heart resides.



Note: The broken lines connecting the Adverbial and Adjective Clauses with the words they modify indicate

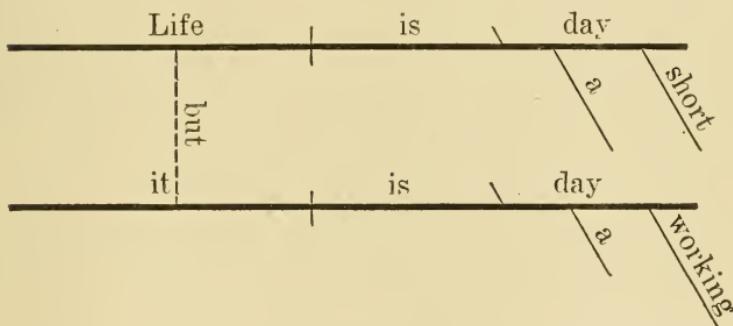
that the introductory words have a connective use besides their use in the Subordinate Clause.

9 Other men are lenses through which we read our own minds.



Note: The position of the Preposition on which the connecting Relative Pronoun depends indicates the use of the phrase in the Subordinate Clause.

10 Life is a short day, but it is a working day.



Note: In the Compound Sentence, the clauses, being of equal rank, are arranged on lines shaded alike.

Exercise 103. *Diagram the following sentences according to the models given above:—*

- 1 Now trees their leafy hats do bare
To reverence Winter's silver hair.

- 2 As one dark morn I trod a forest glade,
A sunbeam entered at the other end.
- 3 It is well known to the learned that the ancient laws
of Attica rendered the exportation of figs criminal.
- 4 Men say the earliest word he spake
Was, "Friends, how goes the fight?"
- 5 And underneath is written
In letters all of gold,
How valiantly he kept the bridge
In the brave days of old.
- 6 But they whose guilt within their bosom lies
Imagine every eye beholds their blame.
- 7 Before a calendar of great Americans can be made
out, a valid canon of American greatness must first be
established.
- 8 Fame, like a wayward girl, will still be coy
To those who woo her with too slavish knees.
- 9 Let us raise a standard to which the wise and honest
can repair.
- 10 Usually the significance of local history is, that it
is part of a greater whole.
- 11 At no period of the world's history can a gifted man
be born when he will not find enough to do.
- 12 When fortune smiles, I smile to think
How quickly she will frown.
- 13 The children laugh loud as they troop to his call,
And the poor man that knows him laughs loudest of
all.
- 14 For we are very lucky, with a lamp before the door,
And Leerie stops to light it as he lights so many more.
- 15 The chief advantage of London is, that a man is
always so near his burrow.
- 16 Just where Burke got his generous constitution and
predisposition to enlightened ways of thinking it is not
easy to see.
- 17 When the grass was closely mown,
Walking in the lawn alone,

In the turf a hole I found
And hid a soldier underground.

18 Members were astonished to recognize a broad philosophy of politics running through this ardent man's speeches.

19 She has heard a whisper say
A curse is on her if she stay
To look down to Camelot.

20 Love flew in at the window
As Wealth walked in at the door.

21 There was no great love between us at the beginning, and it pleased Heaven to decrease it on further acquaintance.

22 All night long in a dream untroubled of hope
He brooded, clasping his knees.

23 Earth seem'd a desert I was bound to traverse,
Seeking to find the old familiar faces.

24 Much have I travel'd in the realms of gold,
And many goodly states and kingdoms have I seen.

25 He is the poet of the dawn, who wrote
The Canterbury Tales, and his old age
Made beautiful with song.

26 Down in yon watery nook,
Where bearded mists divide,
The gray old gods whom Chaos knew,
The sires of Nature, hide.

27 At last Bishop Hatto appointed a day
To quiet the poor without delay.

28 If I cannot end my life
In the crimson'd battle strife,
Let me die, as I have lived,
On the sea.

29 Our fathers find their graves in our short memories,
and sadly tell us how we may be buried in our survivors.

30 I, wearing but the garland of a day,
Cast at thy feet a flower that fades away.

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